DOCUMENT RESUME

ED 416 266 UD 032 126

AUTHOR	Herendeen, Noemi Carrera; Mitchell, Alaire; Dinos, Carmen
TITLE	The Three Roots and Papa's Advice. A Puerto Rican Migration Story. A Learner-Centered Model Guide for Teachers.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Office of Bilingual Education.
PUB DATE	1995-00-00
NOTE	119p.
AVAILABLE FROM	Office of Instructional Publications, 131 Livingston Street, Brooklyn, NY 11201.
PUB TYPE	Guides - Classroom - Learner (051)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Bilingual Education; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; *Hispanic Americans; *Immigrants; Immigration; *Life Events; Models; *Personal Narratives; Puerto Rican Culture; *Puerto Ricans; Teaching Methods
IDENTIFIERS	Authentic Assessment; *Learner Centered Instruction; New York City Board of Education; Puerto Rico

ABSTRACT

This document is part of a series of guides for teachers in which the Division of Bilingual Education of the New York City Board of Education presents a learner-centered model in which the learner sees himself or herself in the story. Learners are able to relive their own experiences or those of their parents or grandparents as they left their own countries and migrated to the United States. Each guide contains two versions of the same story, a shorter version with illustrations and a longer version with few or no illustrations. The shorter version, "Papa's Advice," tells the story of a child who comes to New York City from Puerto Rico and recounts his life from the time he is 7 years old until he has children of his own. The longer version, "The Three Roots and Papa's Advice," expands the story for an older age group. The model begins with reading the story aloud. From the story learners will connect many of the experiences to the different disciplines, including language arts, mathematics, and social studies. The guide contains many suggested activities using cooperative learning, hands-on experiences, and various types of group and individual work. The first appendix discusses authentic assessment, including portfolio assessment, and the second explores parent involvement. A third appendix suggests activities arranged by subject area. (SLD)

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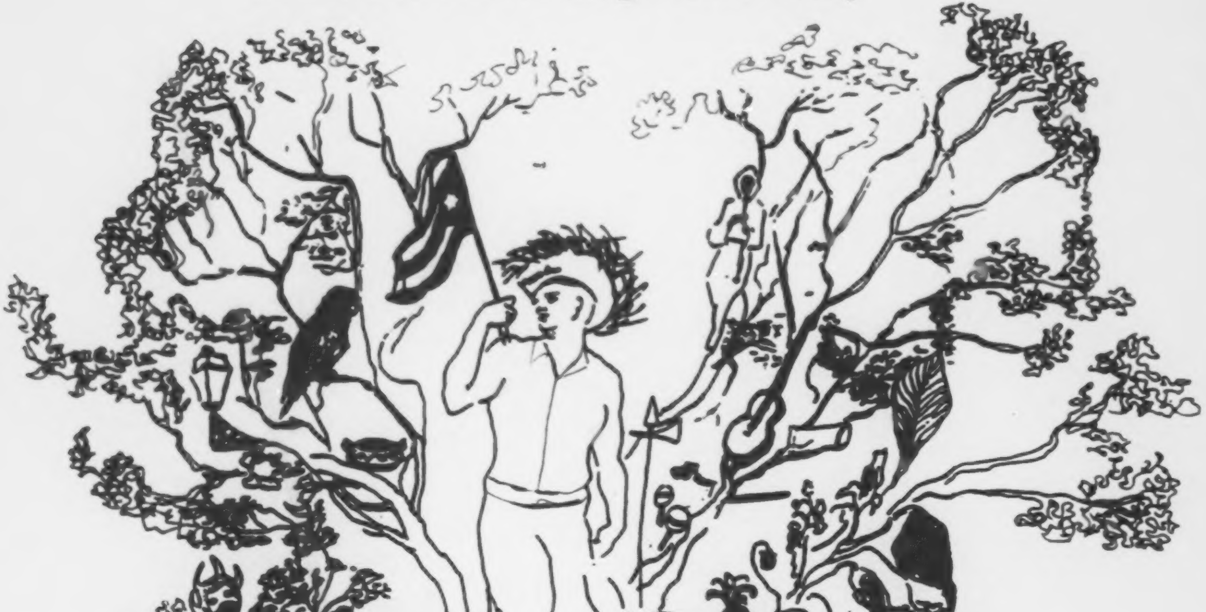
THE THREE ROOTS and PAPÁ'S ADVICE

A Puerto Rican Migration Story



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A Learner-Centered Model Guide for Teachers

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The Three Roots
and
Papá's Advice

A Puerto Rican Migration Story

A Learner-Centered Model

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PREFACE

Several reports on the state of our schools made it imperative to look into school reform that would allow the diverse populations of students we serve to learn and to succeed in our public schools. The restructuring efforts have taken many forms; and they have entailed paradigm shifts or changes in our mindsets. The learner-centered model we are presenting takes into account the latest in pedagogy and research on effective schools and on how students best learn.

This publication represents part of our effort to offer our diverse student population opportunities for a quality and equitable education.

Lillian Hernandez

Lillian Hernandez, Ed. D.
Executive Director.
Division of Bilingual Education

ACKNOWLEDGMENTS

The Three Roots and Papa's Advice: A Puerto Rican Migration Story (A Learner-Centered Model for Teachers), is a publication of the Division Of Bilingual Education, Lillian Hernandez, Ed. D., Executive Director.

Noemí Carrera Herendeen, Director, Office of Bilingual Curriculum and Instructional Services, was a principal writer and editor, and supervised the overall preparation of this guide for educators.

Other writers who made major contributions were Alaire Mitchell and Carmen Dinos, to whom we offer our heartfelt gratitude.

This publication and others in the Learner-Centered Model series had many other contributors. There were many periods of brainstorming, discussion and researching in order for the series to be accomplished. Among the educators who were special contributors during this period were Nivia Vilá Alvarez and Hilda Medina. Their ideas and encouragement were always appreciated.

Other educators who reviewed the material and gave us valuable feedback were Anthony J. Armada, Carmen Gloria Burgos, Madeline Castañeda, Pedro J. Colón, Ada Hernández, Carmen Jiménez and Carl Viñas.

Nicholas Aiello, Ph. D., Director of Instructional Publications, and his staff, made invaluable contributions. Gregory Woodruff edited the English version of this guide. Emily Baerga and Jackie Wadsworth prepared the layout for the story.

The special artwork for the guide was done by Ana Soto, a renowned artist, who researched the Puerto Rican reality and worked with Puerto Rican educators and parents in order to depict the scenes in the story as historically and culturally accurate as possible. We thank her for contributing her talent.

A group of parents have been true partners in this effort. We are grateful for the comments and recommendations to improve the guide given to us by the following parents: María L. Agosto, Juana Baquerizo, Daisy Batista, Sandra Cabrera, Denise Carrasquillo, Carmen Carriles, Madeline Castro, Carmen Colón, Maritza Dilone, Inés Irizarry, Luz Lebrón, Iris Masoller, Lydia Meléndez, Guadalupe Nieves, Dolores Ramírez, Carmen Rodríguez, Virginia Santiago, and Felícita Torres.

Two teachers from MS 206 B, Community School District 10, deserve special thanks for using the short and longer versions of the story with their classes: Magaly De la Cruz and Evelyn Martínez. This served as a brief pilot-testing before the publication of this Field Test Edition.

We appreciate the work done by Bessy Solis Rojas, who typed the manuscript and graciously made the many changes that were necessary before the guide could be published.

Thank you to all for being a great team!

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INTRODUCTION

In this learner-centered model, we at the Division of Billingual Education, are following the recommendations of current research, which places the learner as the central figure in the teaching-learning process. We have expanded this vision by placing the learner at the core of curriculum development, using a thematic and interdisciplinary approach. A theme is explored for the diversity of background experiences and the commonalities of the learners. This exploration, in turn, should lead to literate classrooms and students, educators and parents as authors. By means of various activities such as reading aloud, storytelling, drama and others, we intend to motivate and empower students to become lifelong readers, writers and learners.

Since curriculum, instruction and professional development are interconnected, a learner-centered environment requires that educators and parents become facilitators who actively spark the desire to learn and who also accept their own role as learners. As a consequence, both student, teacher and parent also play roles as researchers.

A major goal of the learner-centered model is to build a community of learners where students, teachers, parents and the rest of the school community find in the school a climate that is conducive to learning. The theories and philosophies on which this model is mainly based are those of Paulo Freire and other well-known transformative educators and researchers such as Jim Cummins, Sonia Nieto, James Banks and Alma Flor Ada, among others.

All human beings have a capacity to learn, to think critically, and to act to bring about social change. Within the rich cultural environment that learners in our city are immersed, all learners can begin to understand reality from multiple multicultural perspectives which, in turn, can be conducive to better human understanding and a better world.

The learner-centered model encourages approaches which have proved successful in effective schools, among which are: whole language, cooperative learning, thematic/interdisciplinary, holistic and experiential, hands-on approaches, taking into account a variety of learning styles, multiple intelligences, and using the writing process technique.

Our students and their parents bring with them rich experiences, whether they have had formal schooling or not. Learning that is connected to real life and which taps the resources they bring can empower them as learners. They also have a great deal to teach all of us - about their countries, their cultures, their own life experiences.

A second major goal of this learner-centered model is to encourage the entire school community to become authors of their own stories of migration/immigration and other experiences. These stories can become part of the collections of classroom and school libraries. They will contain the histories of children, teachers, parents and other significant others in the lives of our children, thereby, also contributing to the writing of history in New York and the United States.

We would welcome your sharing with us your experiences with the learner-centered model, as well as your writings.

The Three Roots and Papá's Advice: A Puerto Rican Migration Story is the first of a series of teacher guides in which the Division of Bilingual Education presents a learner-centered model where the learner sees himself or herself in the story. Learners are able to relive their own experiences when they left their own countries and migrated to the United States. In the case of those born in the United States, they can recall the experiences told to them by parents or grandparents of their own migration experiences.

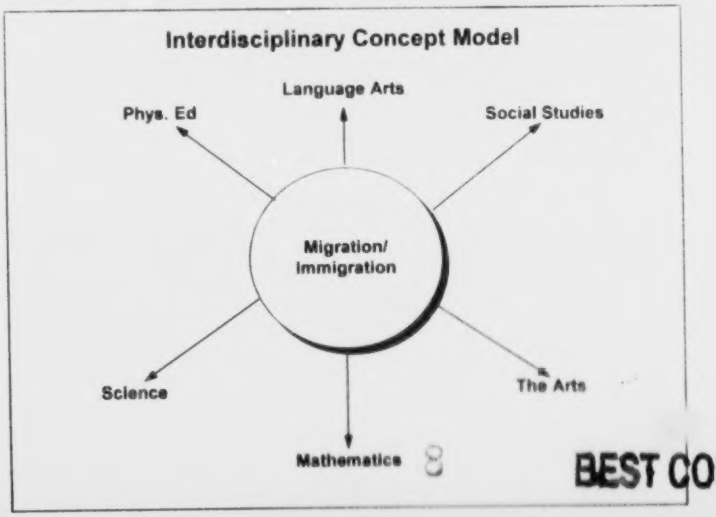
We have chosen the theme of migration/immigration because of the commonalities of experiences as well as the differences. Each guide contains two versions of the same story: a shorter version with illustrations, and a longer version with few or no illustrations. It is up to the teacher to decide which version would better serve his/her population. You will find that adults enjoy listening to the stories as much as the children.

The model begins with the reading aloud of the story. This is meant to reach the listener both cognitively and affectively. A listener does not have to be concerned with the vocabulary or with his/her ability to read. Since each of the stories engages the listener, a great deal of discussion ensues, which is what we hope for. Each story serves as a catalyst, as a spark that awakens interest in the learner to know more, to compare his/her experiences with others, to share his/her knowledge with the teacher and his/her peers.

From the story learners will connect many of the experiences to the different disciplines: language arts, mathematics, science, social studies, the arts, health and physical education and other subject areas.

The guides contain many suggested activities using cooperative learning, hands-on experiences, group and individual work, doing research in libraries, with parents, neighbors and community organizations, and so forth.

The thematic/interdisciplinary model we are using has been adapted from Heidi Hayes Jacob's model (Jacobs and Borland: 1986). They describe the Interdisciplinary Concept Model as "a systematic approach to the development of interdisciplinary units at all levels of instruction. The framework remains consistent regardless of the age of the students. You will recognize the historical roots of this approach from such concepts as the integrated curriculum, core curriculum, webbing strategies, and inquiry techniques" (Jacobs and Borland: 1986, p. 54)


Interdisciplinary Concept Model

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In our exercises we have referred to Bloom's Taxonomy (1956) in order to offer students a variety of experiences, as well as involve them in higher order thinking. We have also taken from James A. Banks, *Levels of Integration of Ethnic Content*, in "Approaches to Multicultural Curriculum Reform" (James A. Banks: *Multicultural Leader*, Vol. 1, No.2, Spring 1988) in our hopes that we can reach the highest level, The Decision-Making and Social Action Approach, thus enabling students "to view concepts, issues, themes, and problems from several ethnic perspectives and points of view," as well as requiring students "to make decisions and to take actions related to the concept, issue, or problem they have studied in the unit" (p. 2).

We have also tried to learn from industry in looking at educational reform. We have kept in mind the principles of Total Quality Management (TQM) which "emphasizes the advantages of teamwork, of investing in ongoing training for all employees to increase their value to the company, of an insistence that research and employee-gathered data guide and inform every decision and every improvement effort" ("Transforming Schools Through Total Quality Education," *Phi Delta Kappan*, January 1993). The TQM principles are: maintain constancy of purpose, know and address the customers, plan for quality, monitor progress toward outcomes, and provide staff development.

Since authentic learning requires authentic assessment, we have explored this topic in Appendix A, along with samples of portfolio and other types of authentic assessment. We also offer tips on how to involve parents/caregivers and keep them informed of their youngsters' progress.

We hope our publications will encourage the building of a community of learners in every school.

Noemí Carrera Herendeen

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Teaching Activities for the Illustrated Story

Teaching Activities for the Illustrated Story

Overview

These suggested activities are based on a picture book story of Carlos, who comes to New York City from Puerto Rico. The story of Carlos' life spans from the time he is seven years old until he has children of his own.

It is very important that you allow the responses of the children to dictate how the story is used. For example, in Pre-K, the children may want to talk only about one picture and to listen to the teacher tell that part of the story. Older children may want to listen to a reading of the whole story. Not all classes will respond in the same way. Use the story only in ways that interest the children.

Objectives

Students will be able to:

- listen to a story for enjoyment.
- discuss why everyone ought to remember their first language.
- appreciate cultural traditions.

Development

- Hold up the first picture and explore what the children see. Depending on the level of the class, tell or read that part of the story, continuing as long as interest is sustained. Encourage the children to ask questions and create their own answers if the story does not explain what they are asking.
- At various points in the story, ask the children to share their experiences and draw comparisons with Carlos' story.
- Tie various learning activities into the story. For example, the advice that is given to Carlos to remember his Spanish and never to forget where he came from can lead to learning songs and games from Puerto Rico and the first countries of the children in the class. Invite parents to contribute in teaching the children about their cultures.

Follow-up Activities

- Bring in tropical fruits and sugar cane to illustrate what grows in Puerto Rico. Have the children share the food at snack time.
- Discuss the writing of letters to family and friends living far away. Older children may want to write letters; feel free to help them.
- Have children draw pictures of their own stories about moving and explain them to a partner or a small group. When they are ready, help the children to write (or write for them) what the pictures show.

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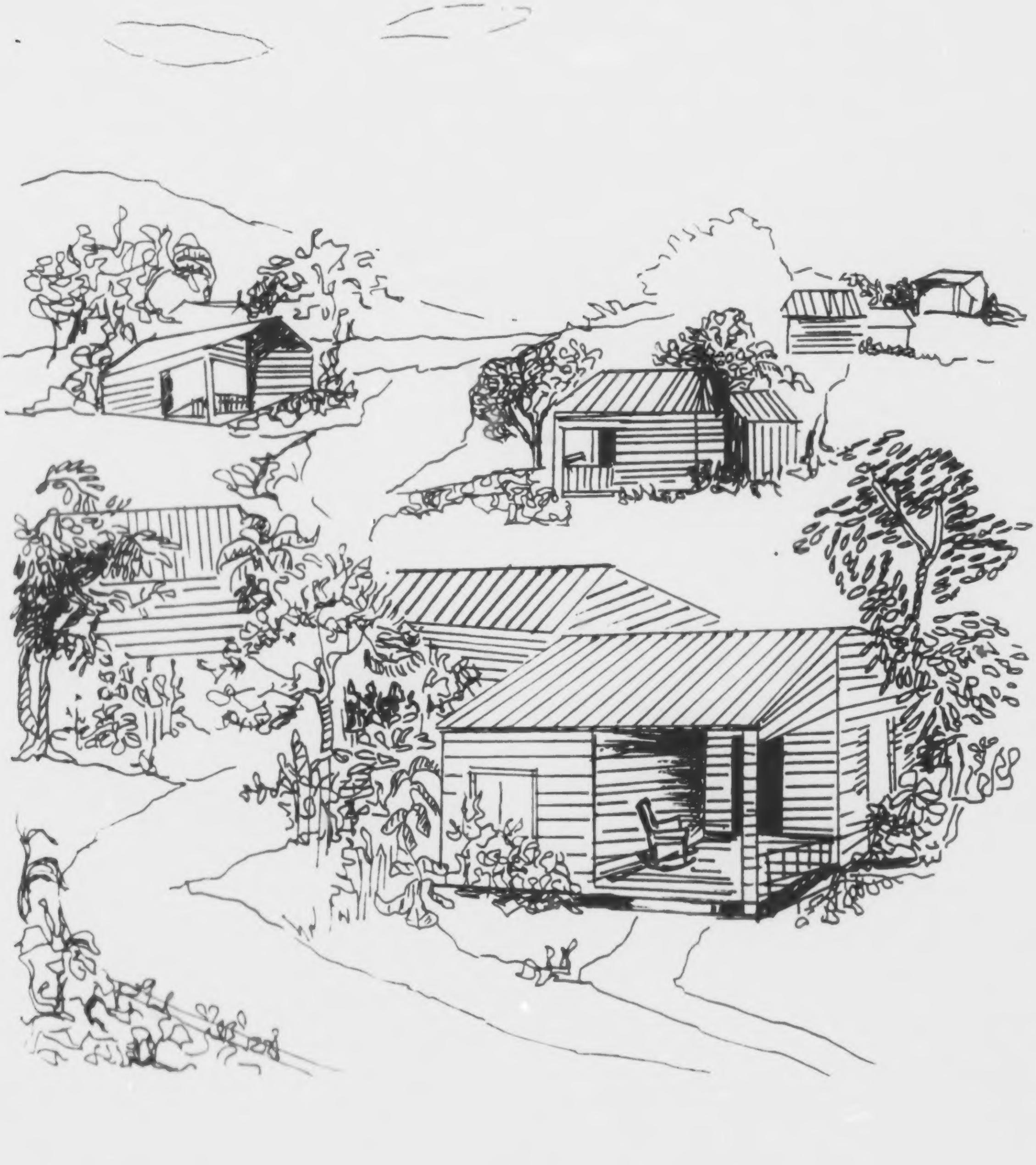
- Make a class book of the children's pictures or have children make books of their own stories.
- Bring in pictures for children to cut out and paste onto paper for making collages about their countries.
- Write the names of the children and the names of their first countries in small flags (older children may want to make actual flags) and pin them on a large outline map of the world.
- Use the idea that Carlos' grandmother misses her garden in Puerto Rico to start a class garden. Discuss what the plants will need in order to grow and which plants should be indoors during the winter.
- For older children, keep a record of the weather in New York City and in Puerto Rico. Help the children in charting the differences in the temperatures.
- Have the children locate Puerto Rico on a map or globe and explain to them that it is an island. (You may want to explain what an island is.) Encourage older children to look for other islands and identify their names.
- Make a chart that shows how to say common phrases and greetings in the languages of the children in the class. Have each child contribute a word or a phrase and allow time to practice saying "good morning" and other phrases in the different languages.

Papá's Advice

Story by Noemí Carrera Herendeen
Illustrated by Ana Soto

Carlos lived with his grandmother in a little house, in a little town in Puerto Rico.



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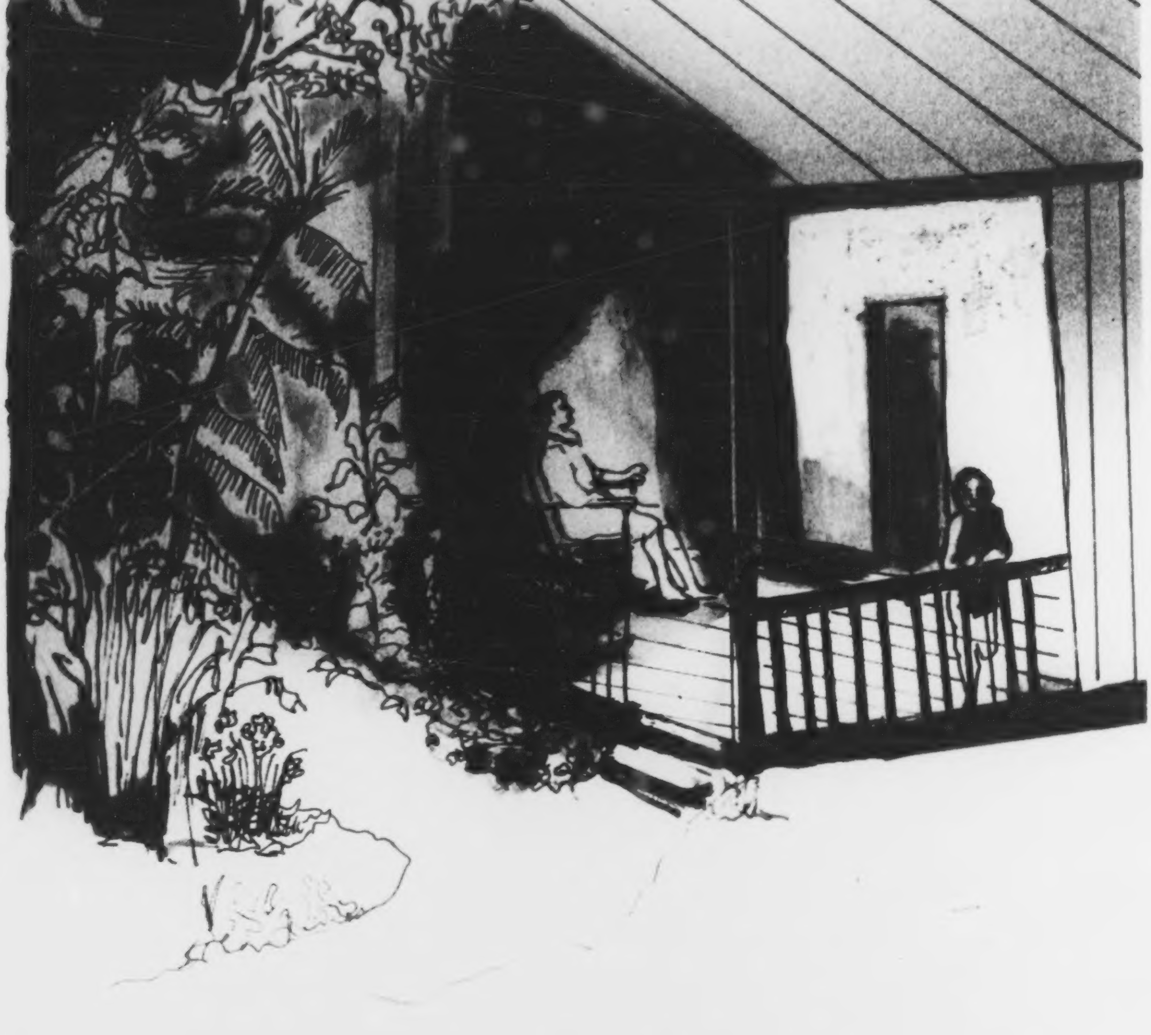
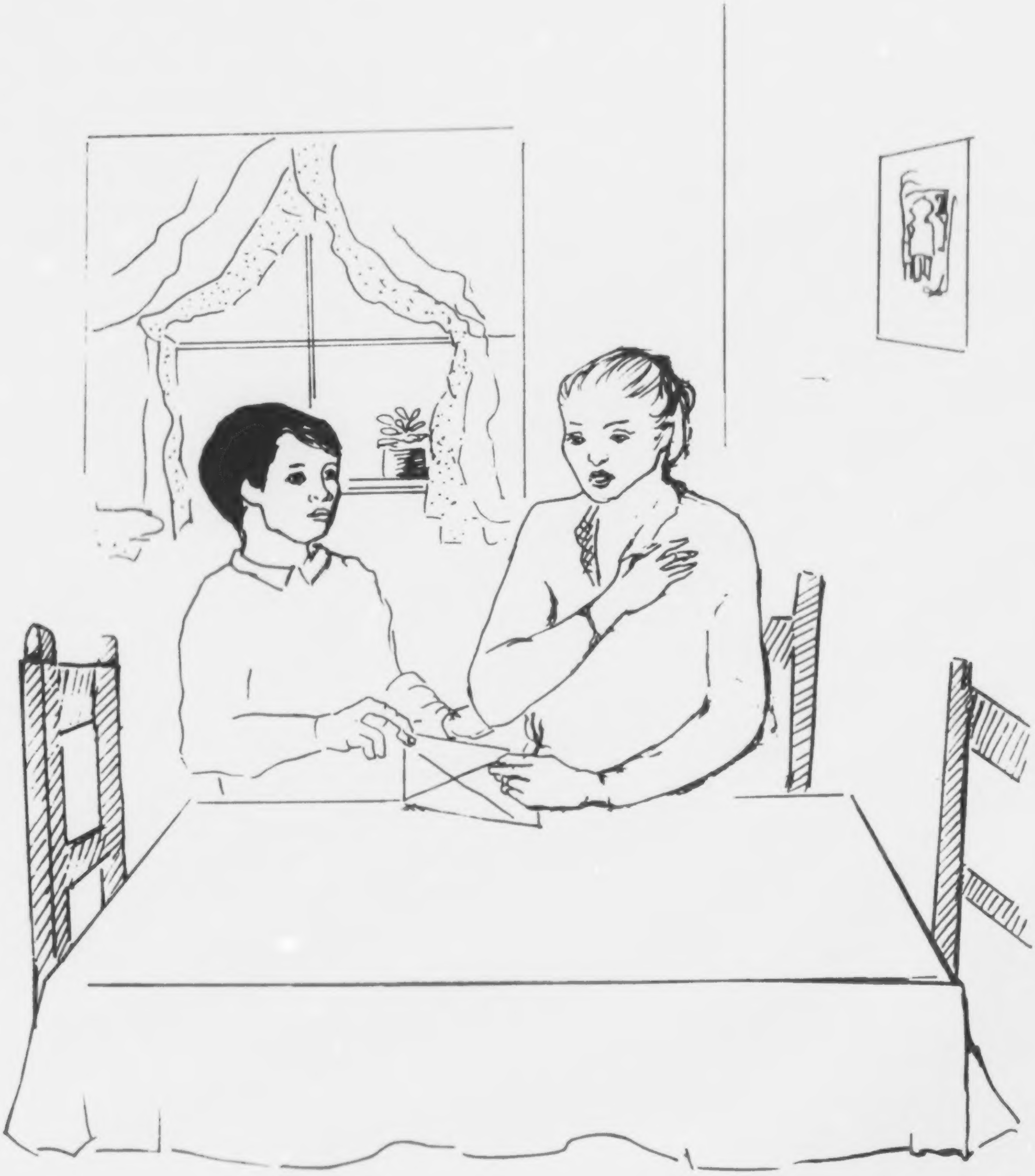
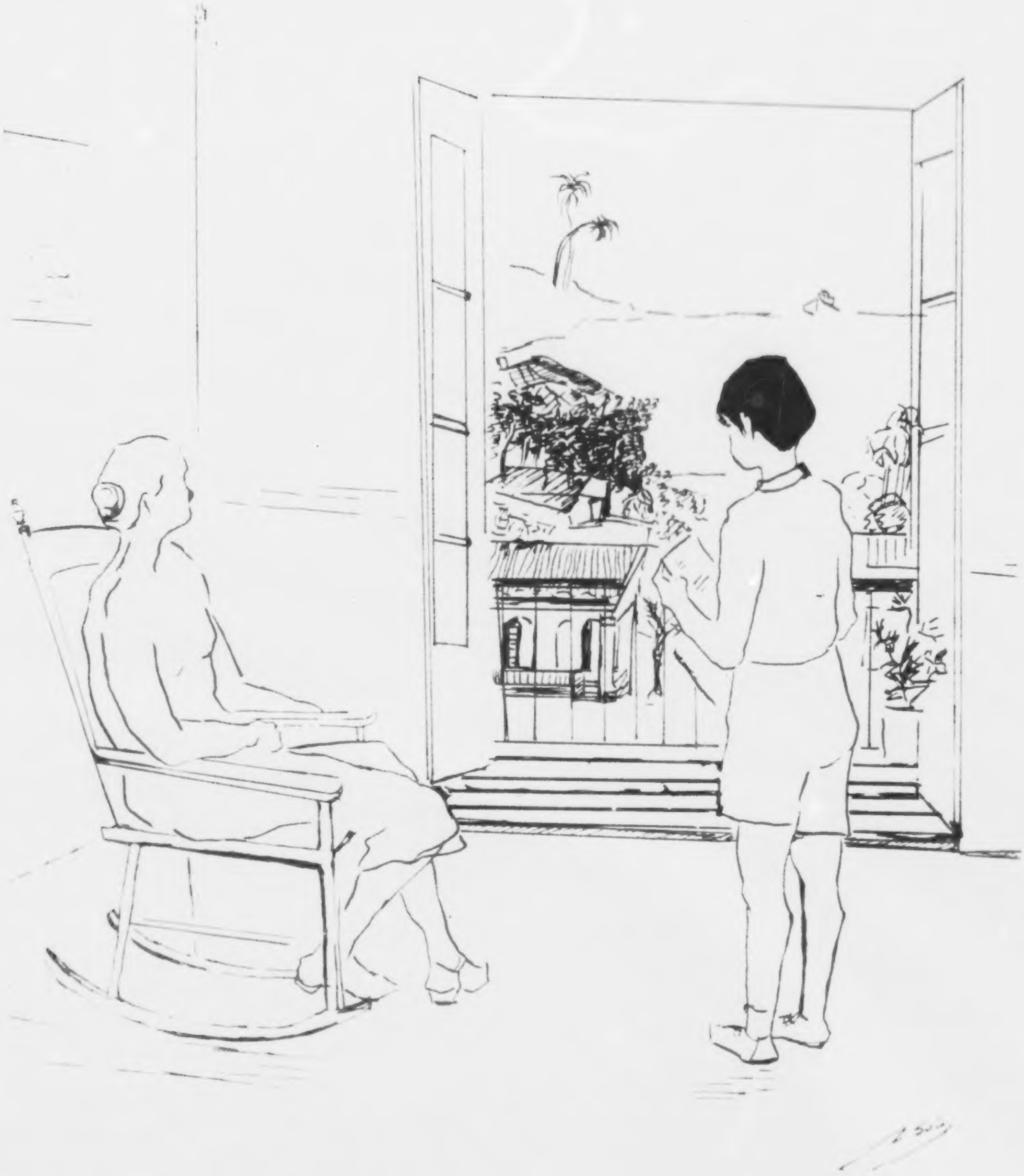


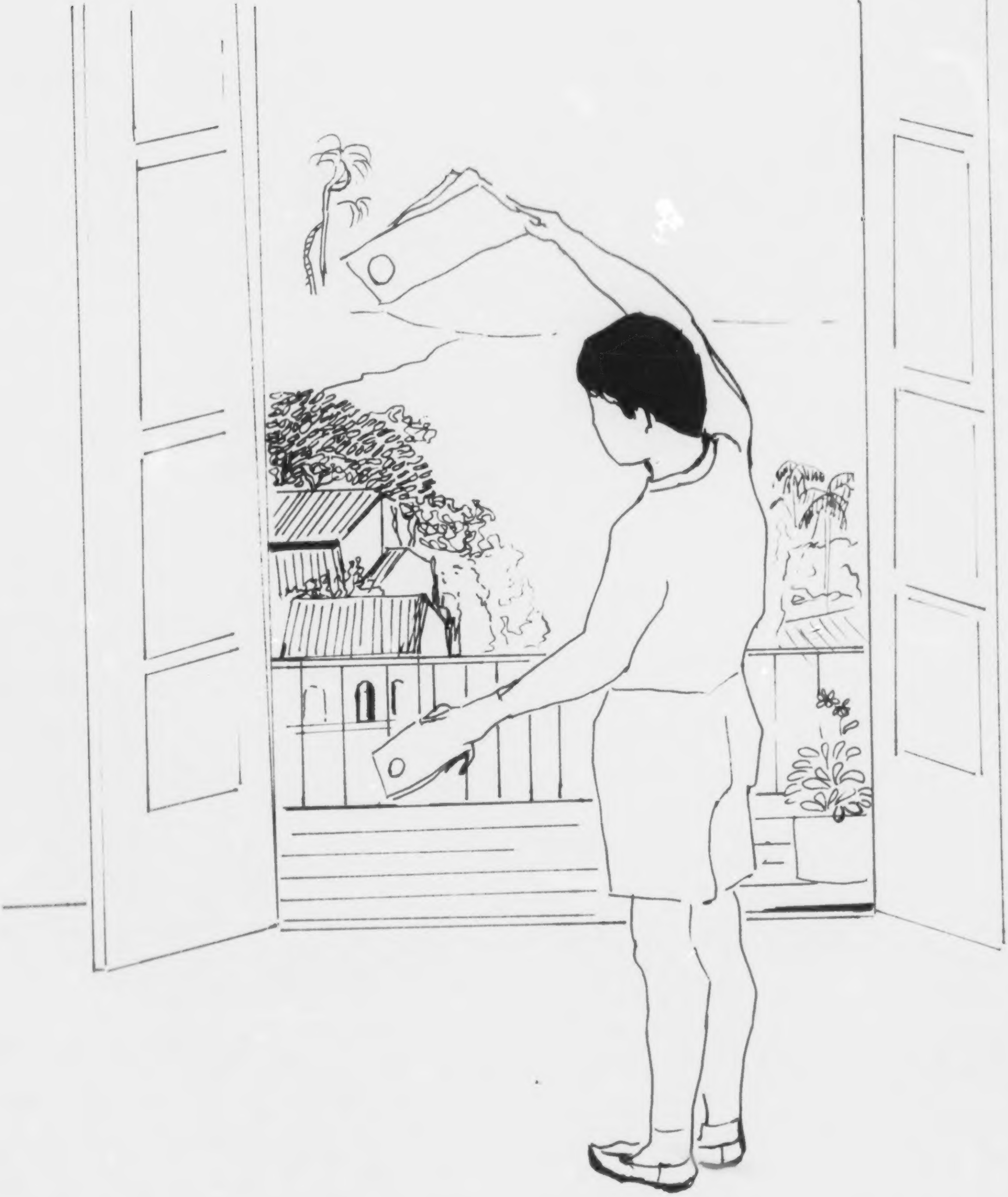
The house had a little porch with a rocking chair on it that Carlos and his grandmother shared.



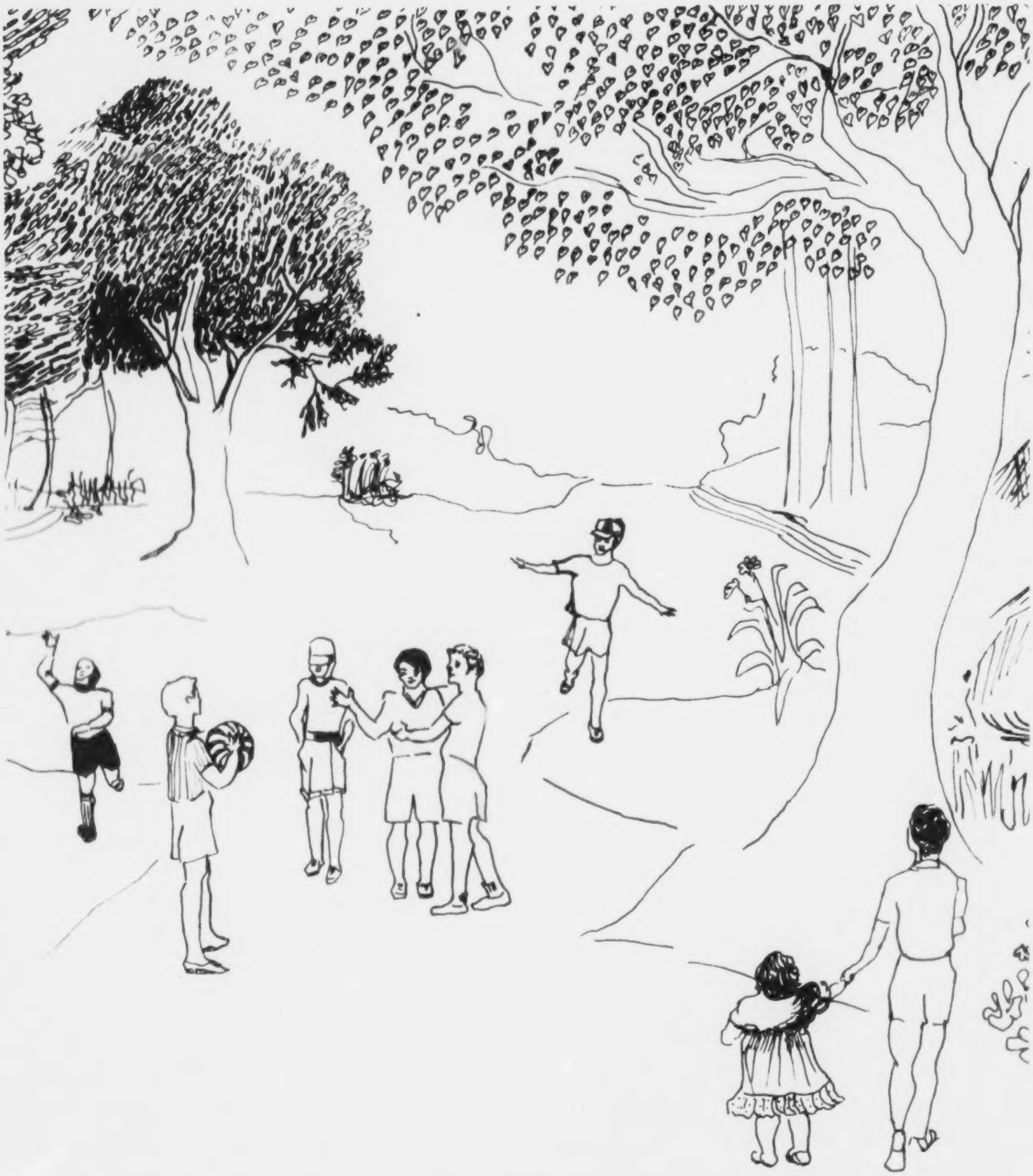
One day his grandmother received a letter. It was from Carlos' aunt, Margarita, who lived in New York City.



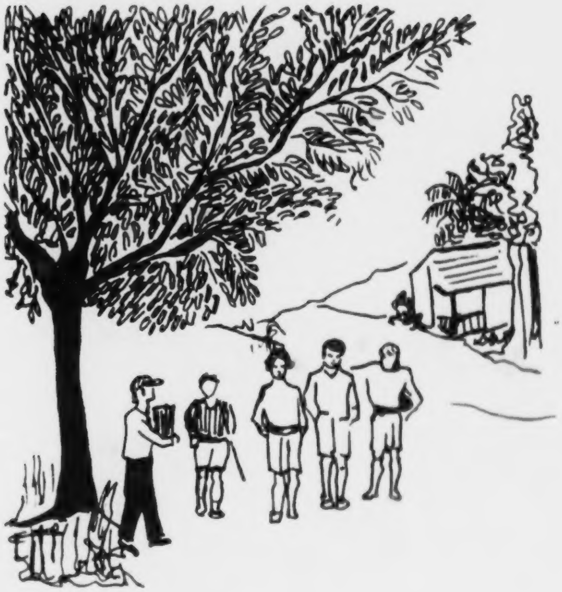
Carlos read the letter to his grandmother because she did not know how to read. When she was little, many girls did not go to school.

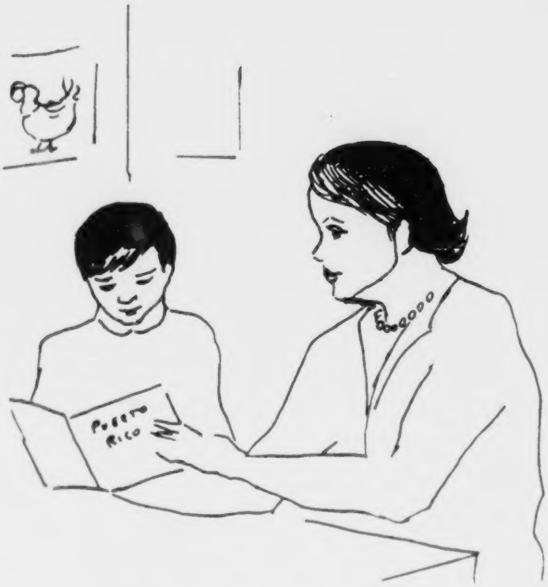


The letter from Aunt Margarita said, "Here are plane tickets for you and Carlos to come to New York."

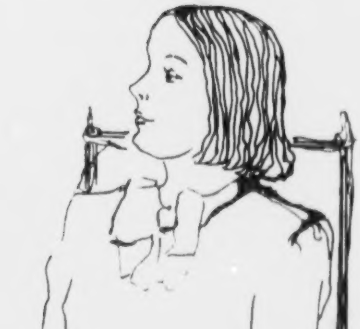


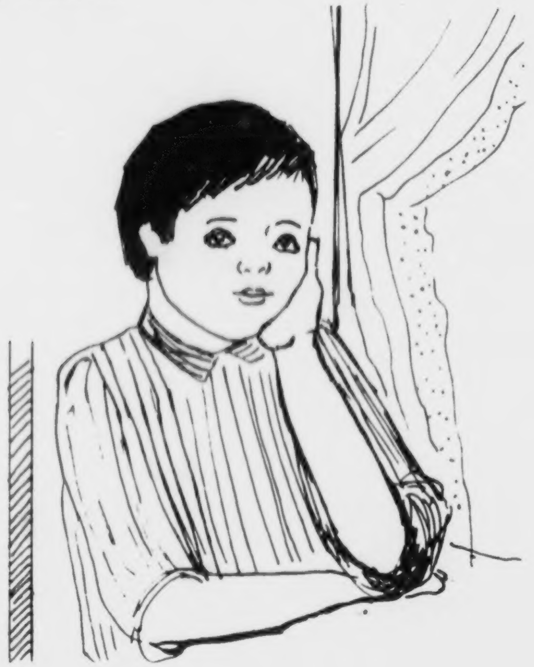
Carlos was very excited. He ran to tell his friends:
"I am going to New York. I am going to see my
father. I am going to ride on an airplane! Yeah!"

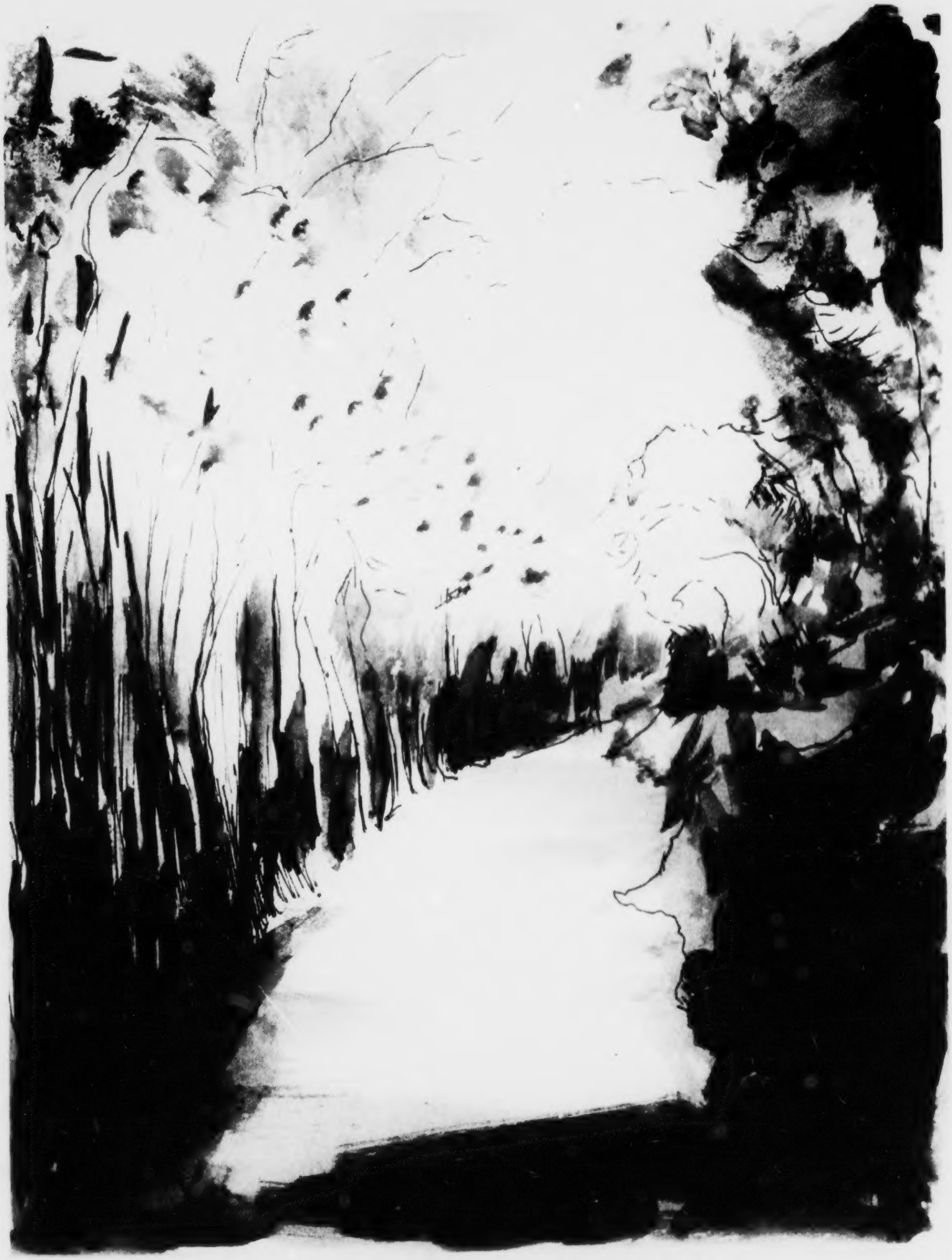




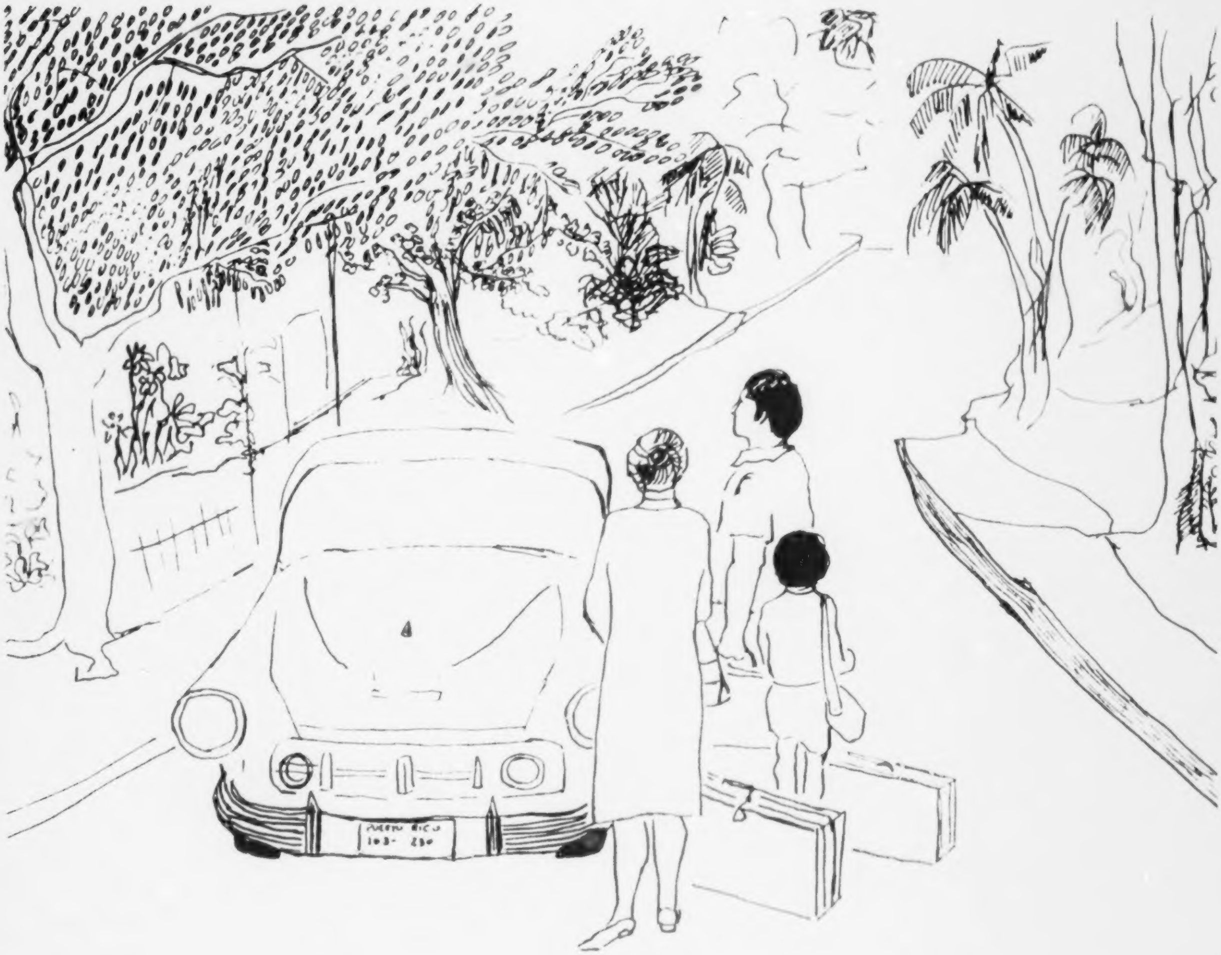
But then he felt sad. He thought,
"I am going to miss my mother.
I am going to miss my teacher and my school.
I am going to miss my friends."







I am going to miss my beautiful country, Puerto Rico."


PUERTO RICO
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Carlos and his grandmother got up very early
the day they went to the airport in San Juan. He had
never been to San Juan. He was excited again.

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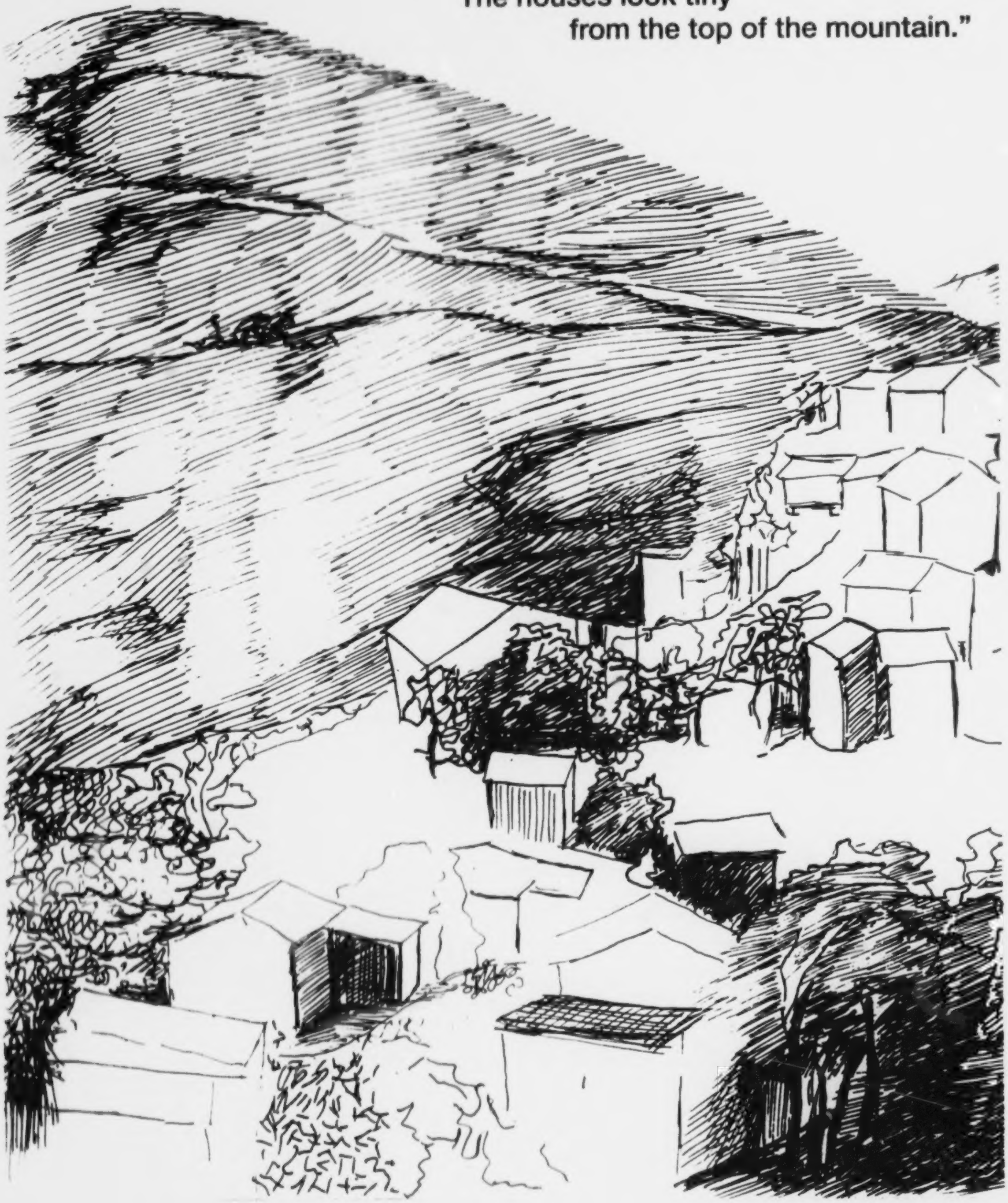
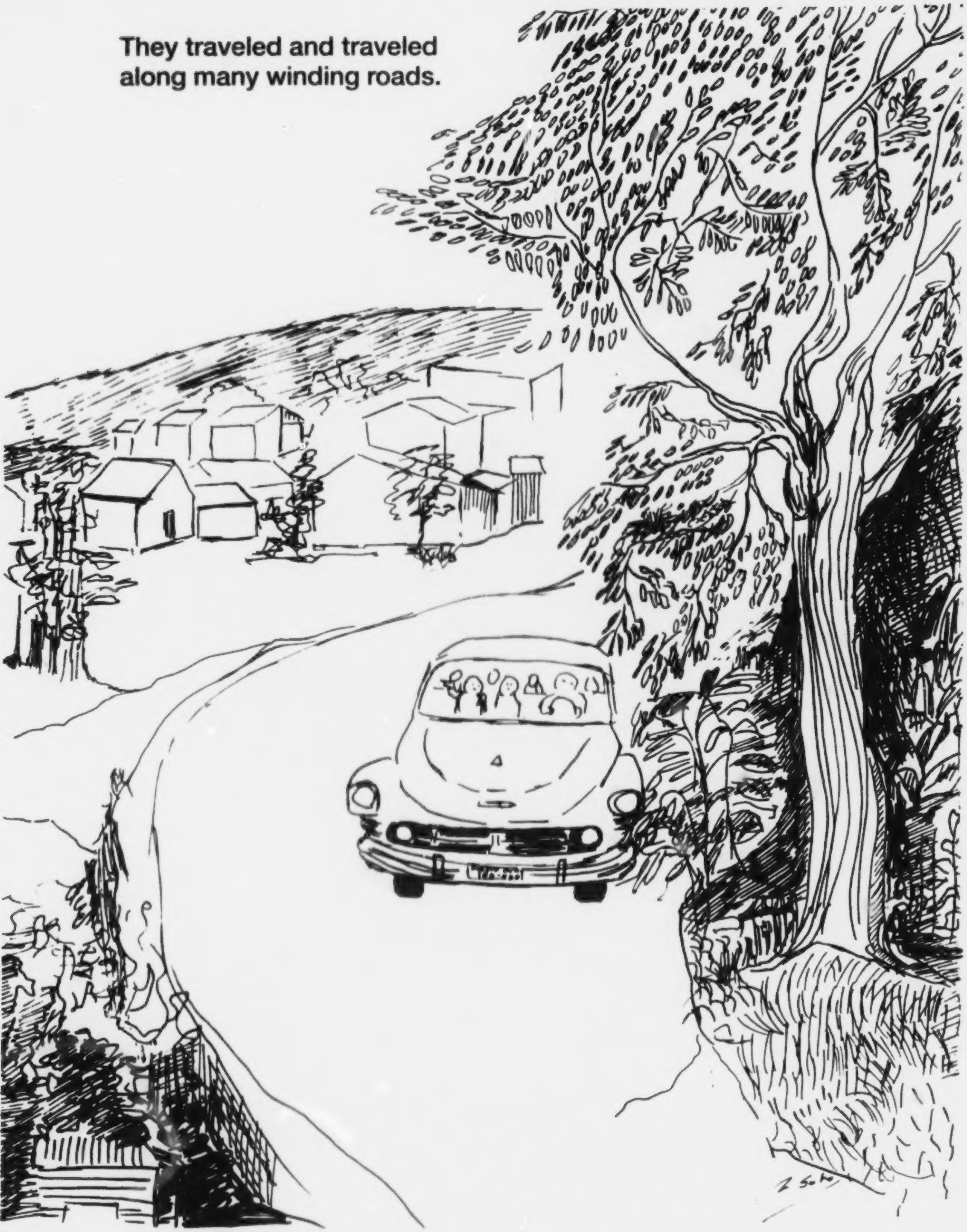
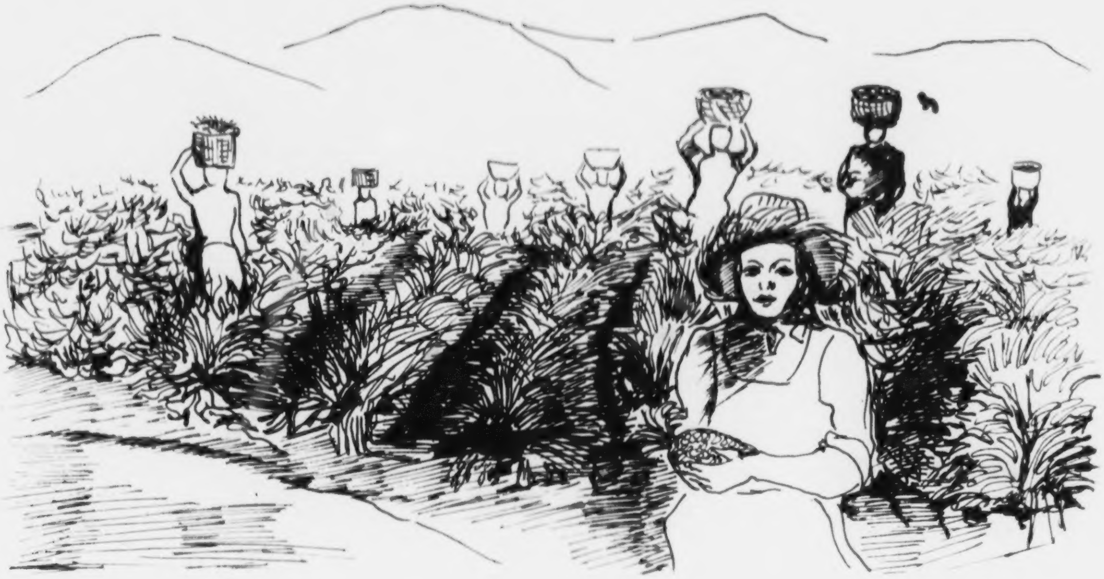
"Wow, look at the pretty flowers and trees," Carlos said to his grandmother.

"And look at the little towns.
The houses look tiny
from the top of the mountain."

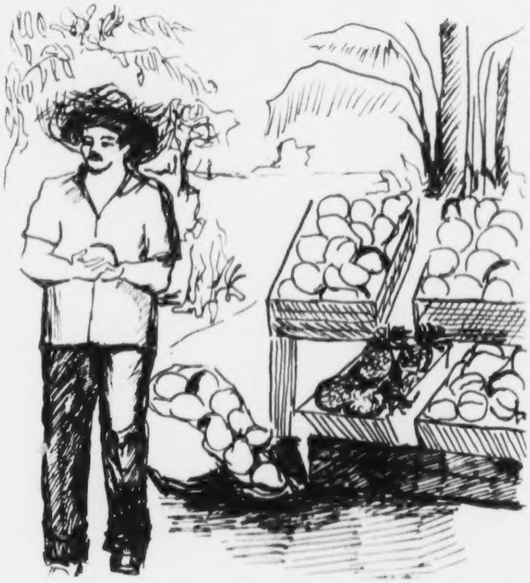


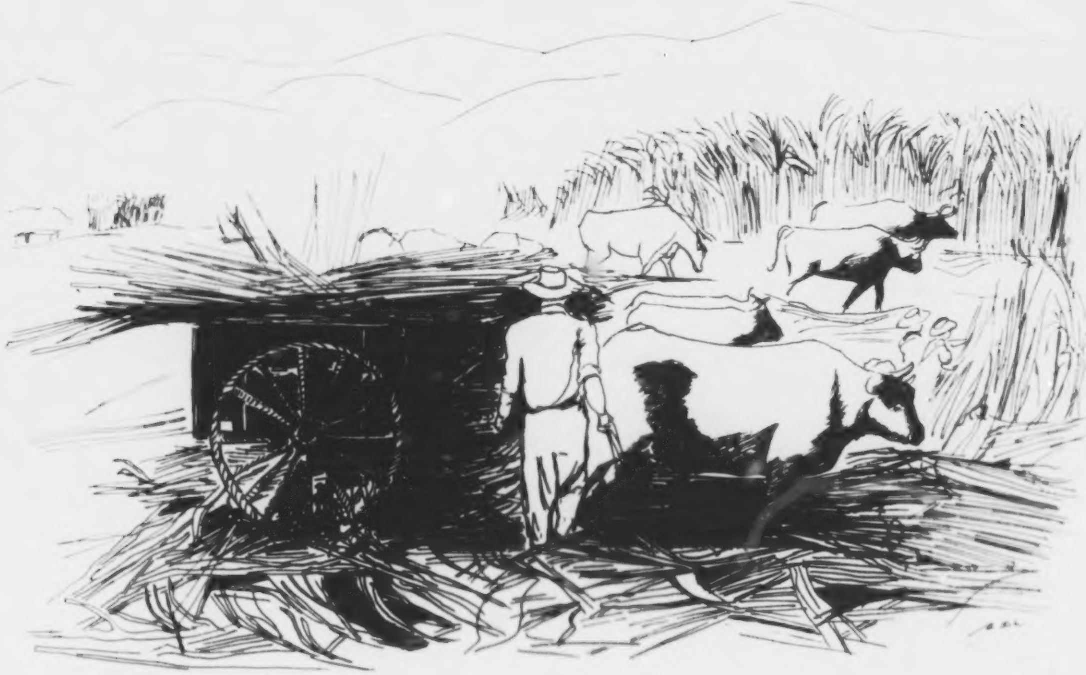
They traveled and traveled
along many winding roads.





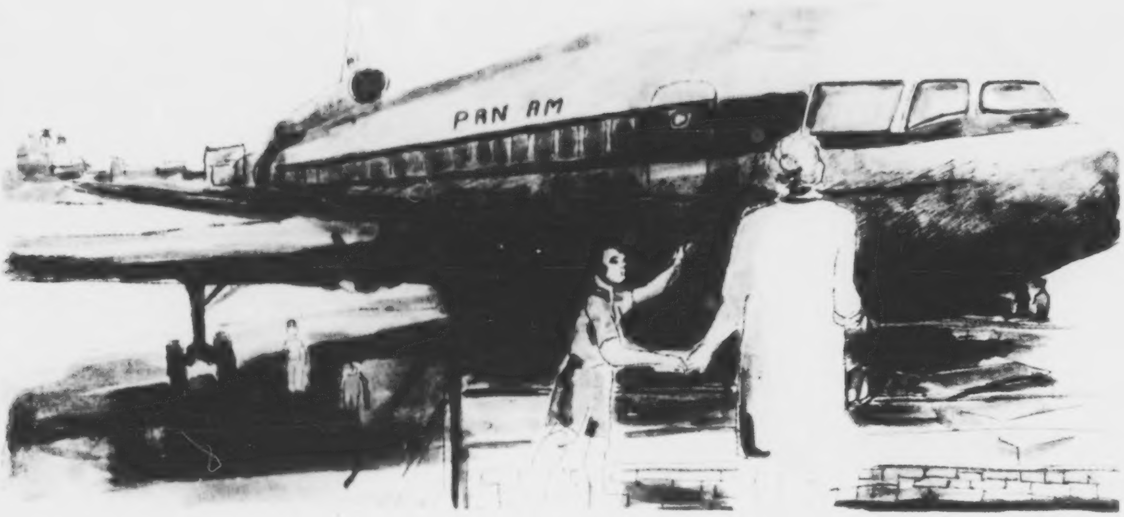
They saw people selling different kinds of fruit, cutting sugarcane in the fields, and picking pineapples, *mangós,* and other fruit.

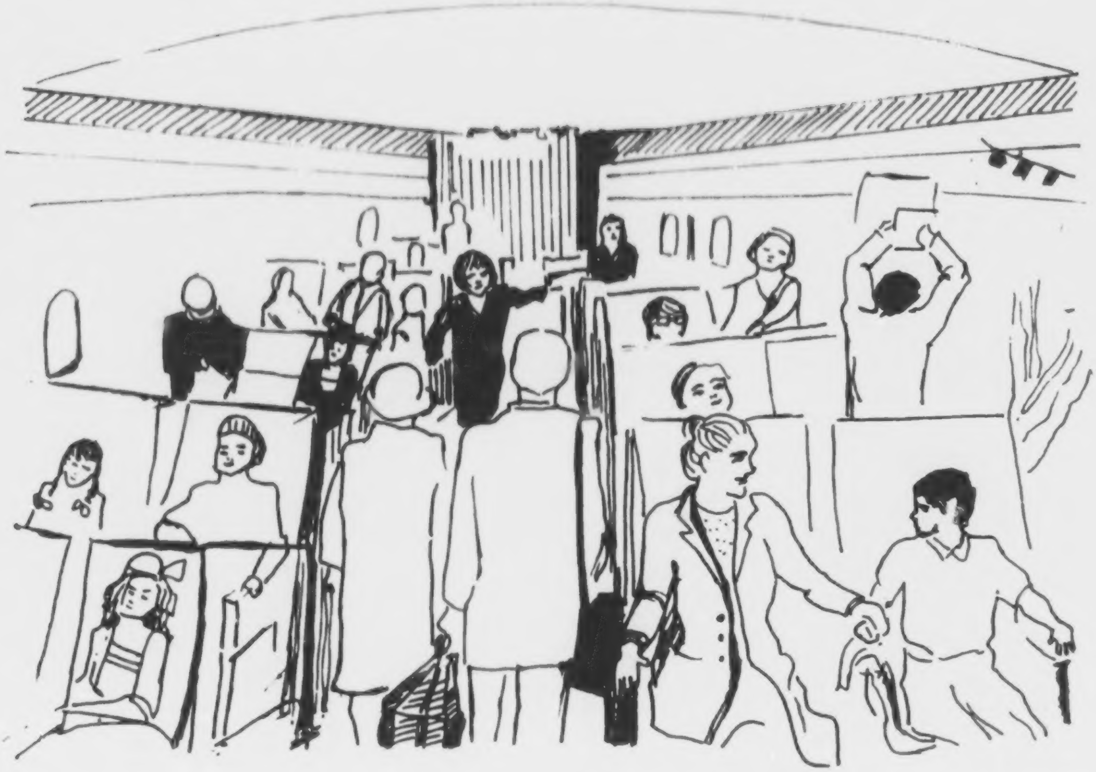




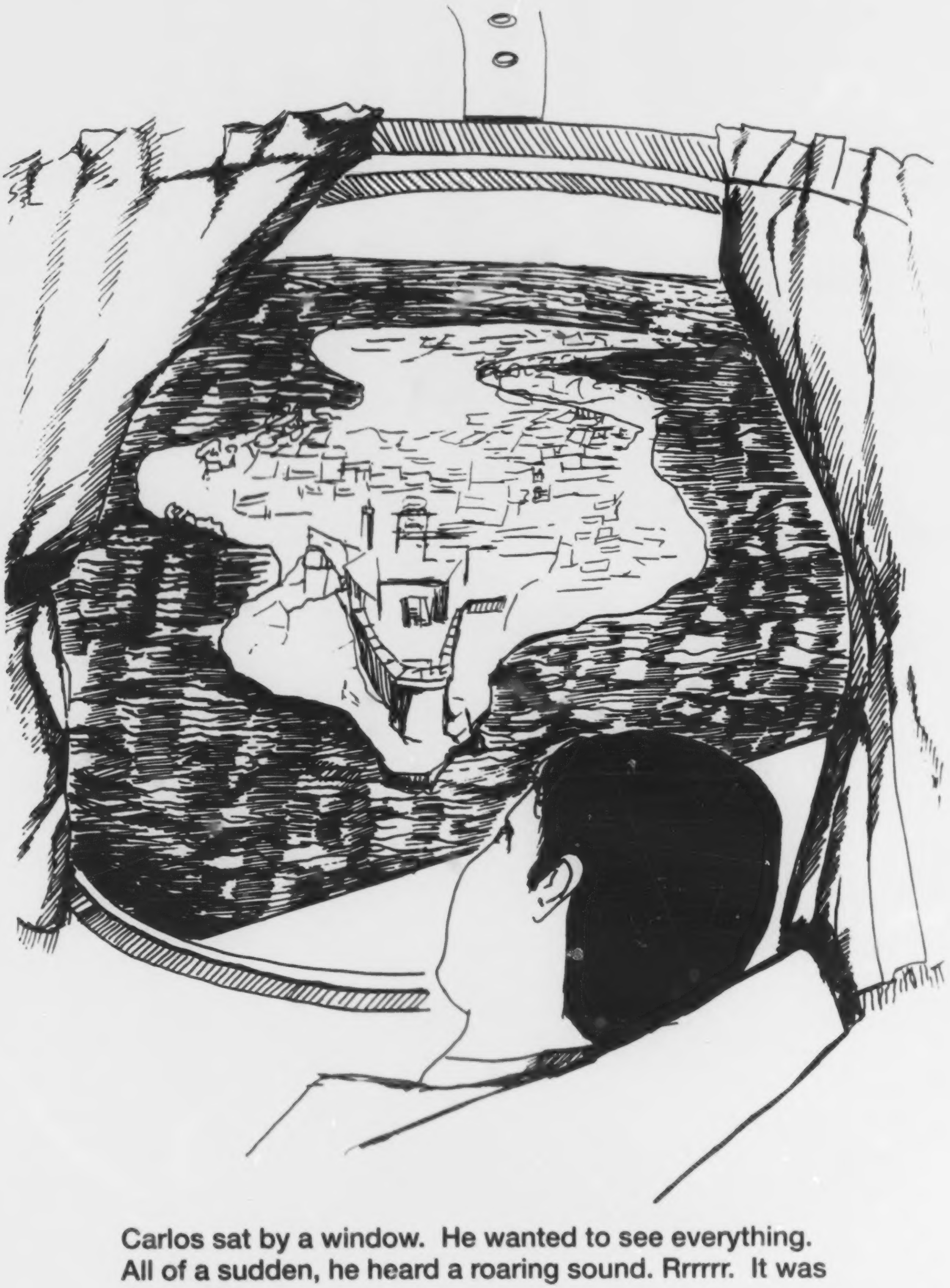
They saw different kinds of animals, such as cows and horses.
"Puerto Rico and its people are special," thought Carlos.

Finally, Carlos and his grandmother got to the airport in San Juan. "Abuela, the airplane is bigger than I thought it would be," Carlos said excitedly. "It has two wings and two engines."

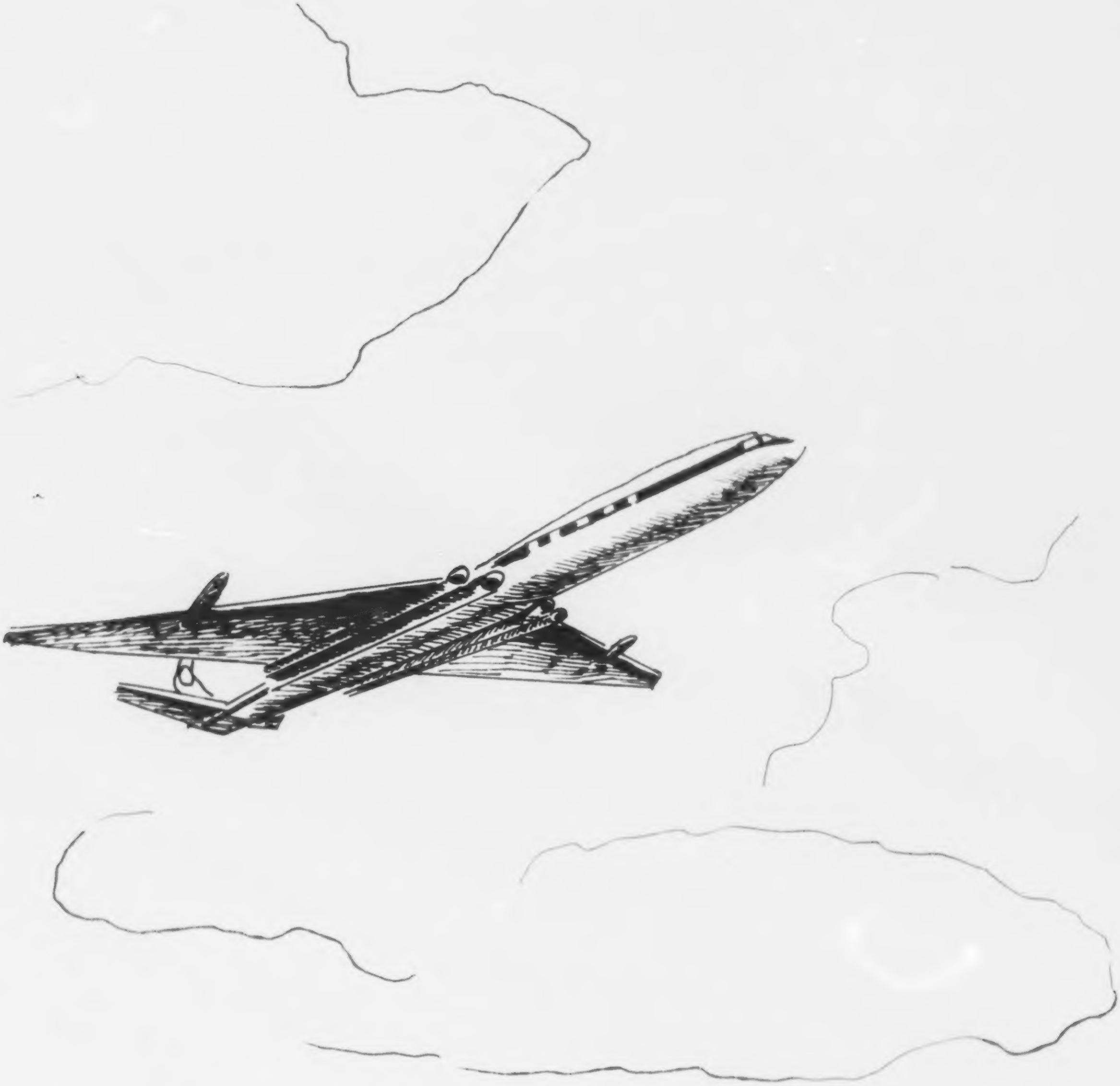




Everybody in the airport said good-bye. It was not easy for everybody to say good-bye. Then, they went inside the plane.

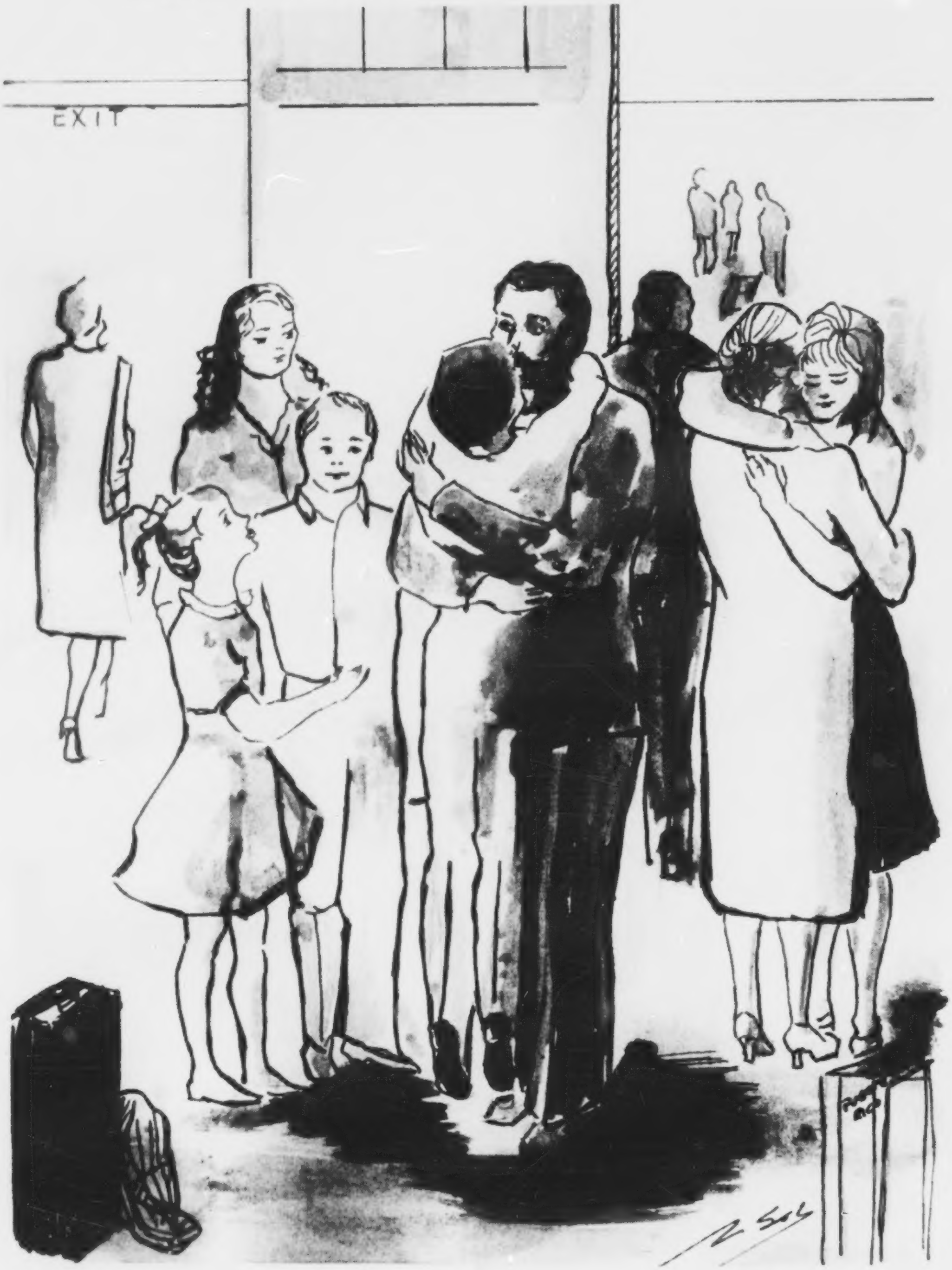


Carlos sat by a window. He wanted to see everything. All of a sudden, he heard a roaring sound. Rrrrrr. It was the engines.

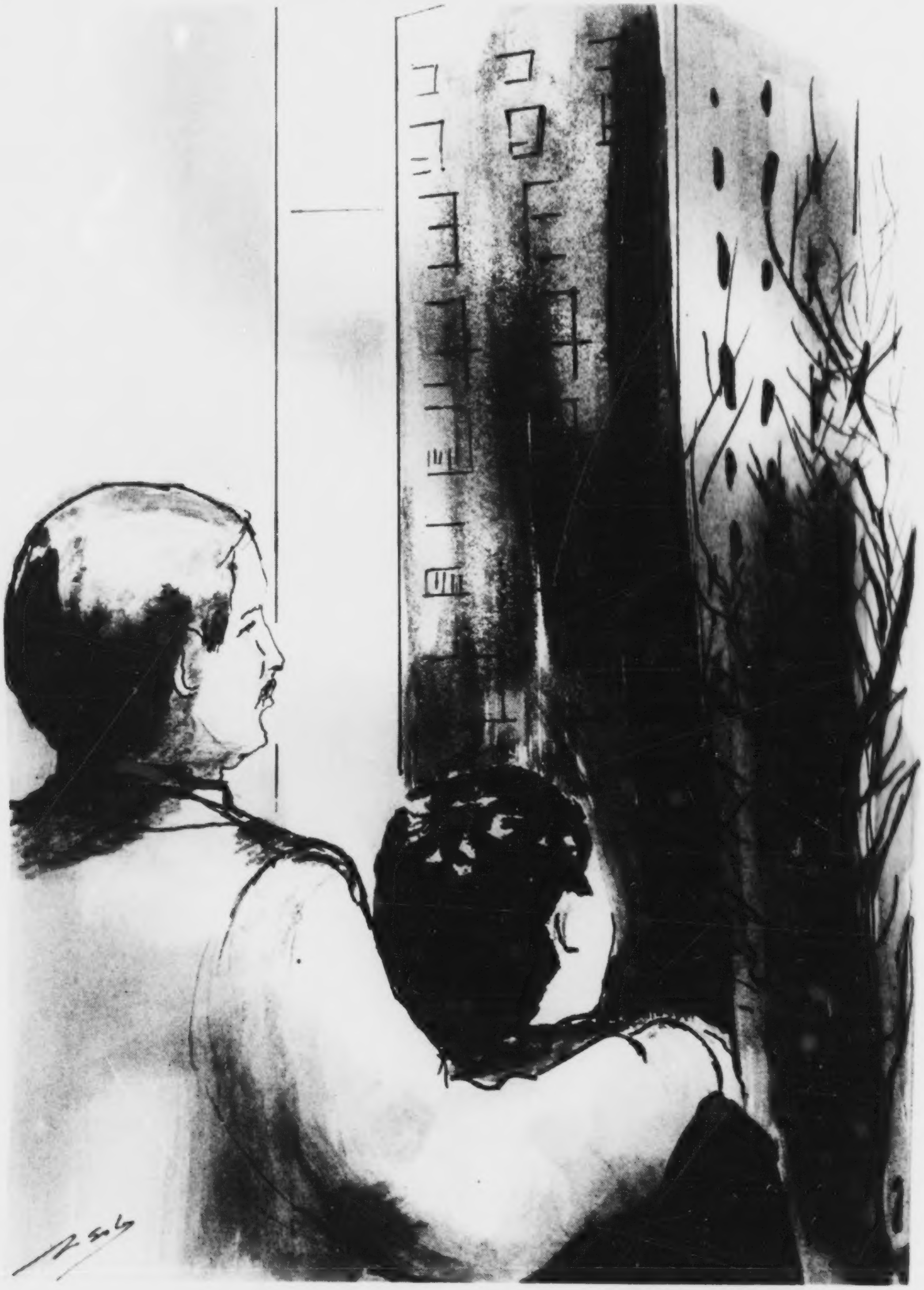


And then up and up and up went the plane . . . up into the sky. "Wow," shouted Carlos.

Carlos' father, aunts, uncles, and his cousins were at the airport in New York. Carlos ran to his father, yelling, "Papá, papá, papá." And they hugged and hugged and hugged.



"Look at the tall buildings!" Carlos said as he traveled from the airport to Manhattan.



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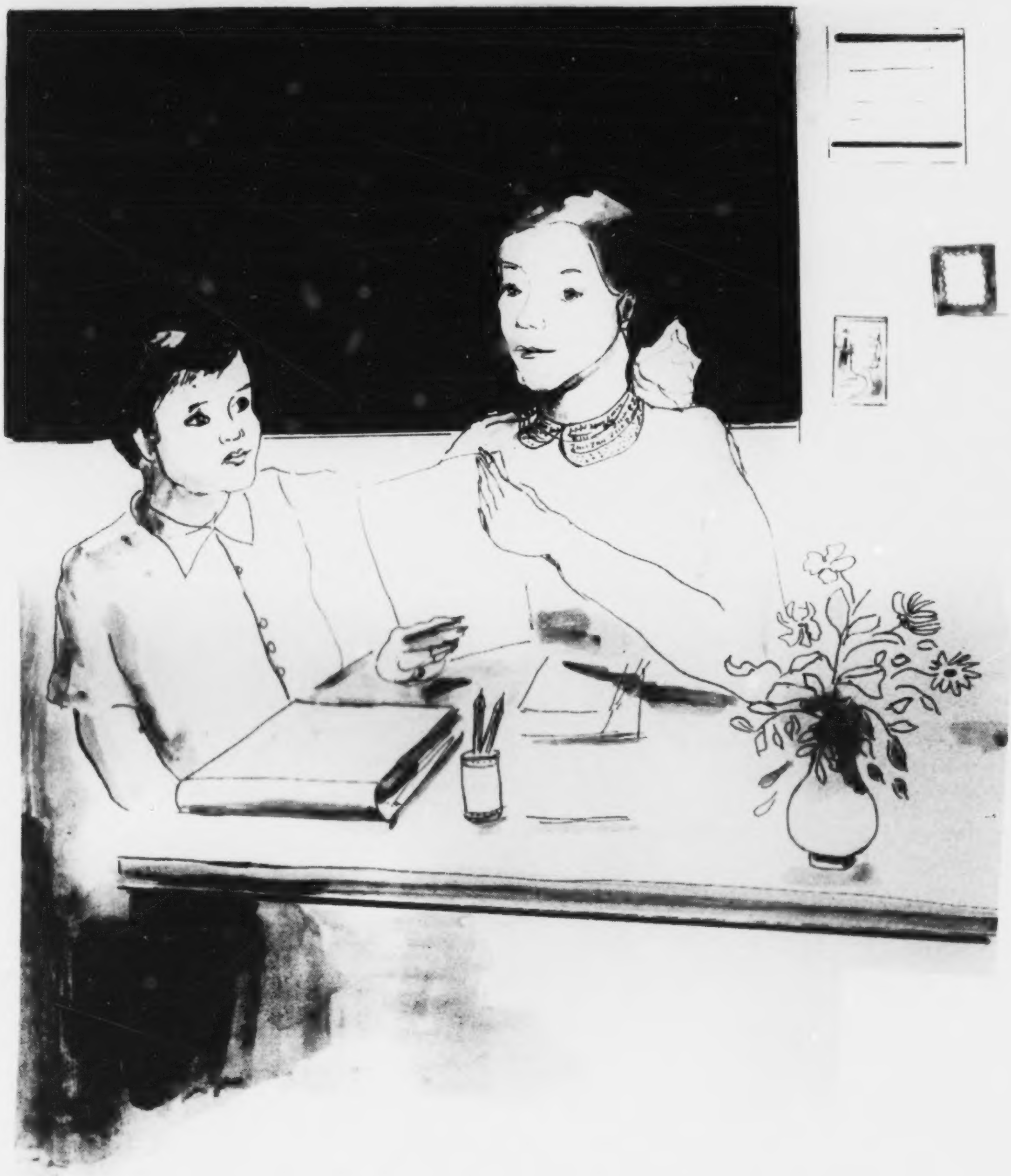
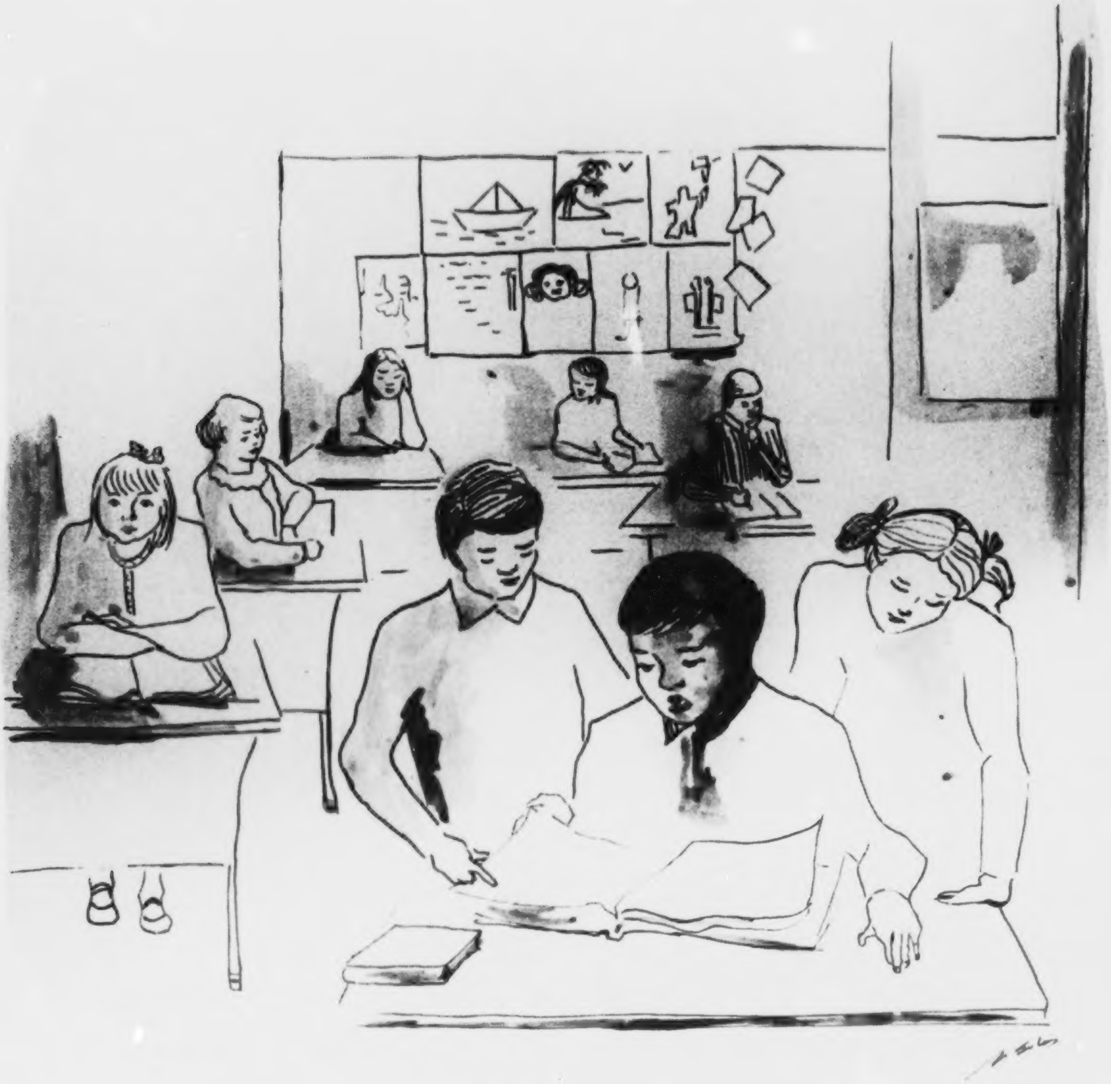


The next day, Carlos went to school in New York for the first time. He did not understand what the people at the school said to his father. You see, he did not understand English. He spoke Spanish.

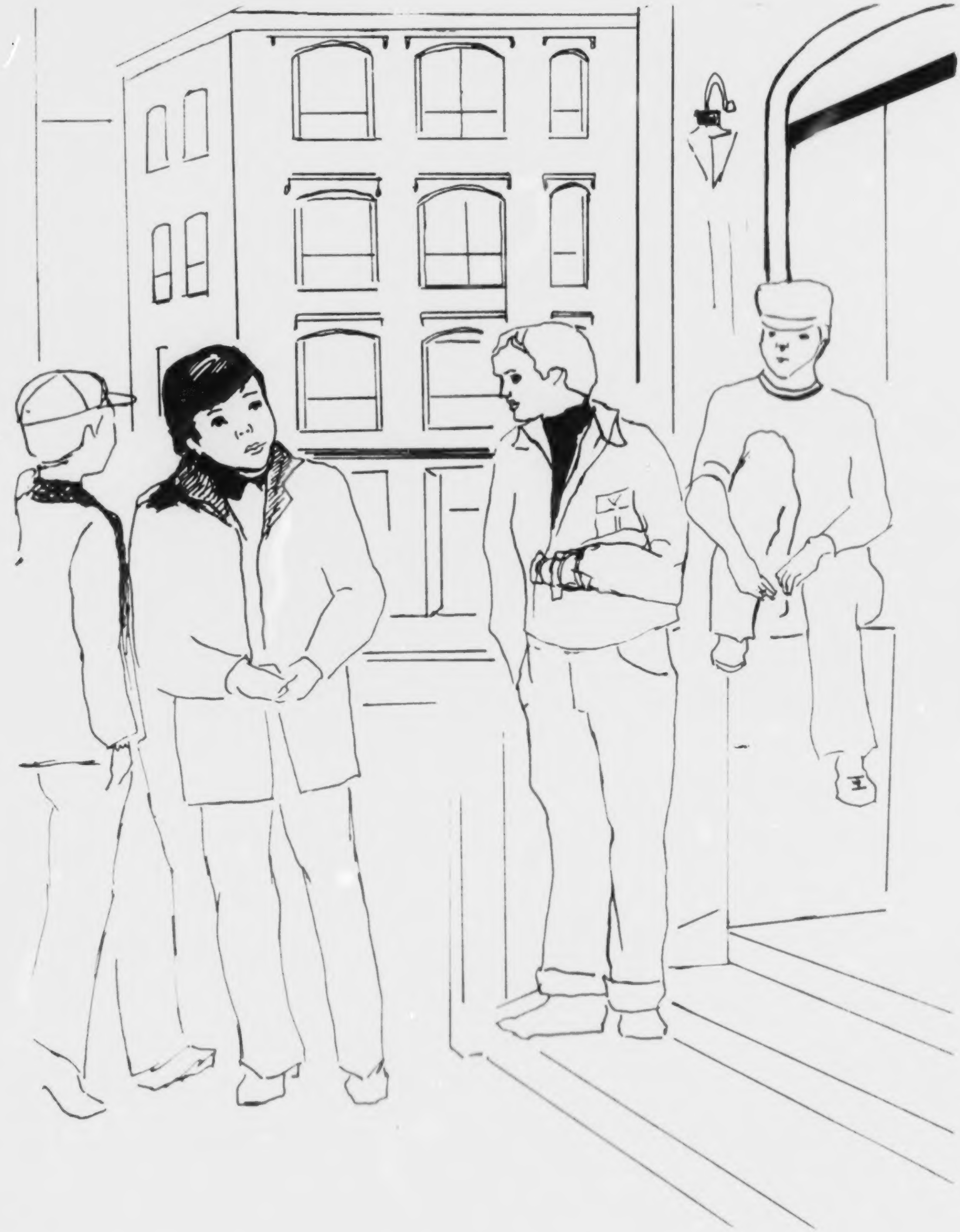
The teacher was very pretty. "She looks like Little Red Riding Hood," Carlos thought.



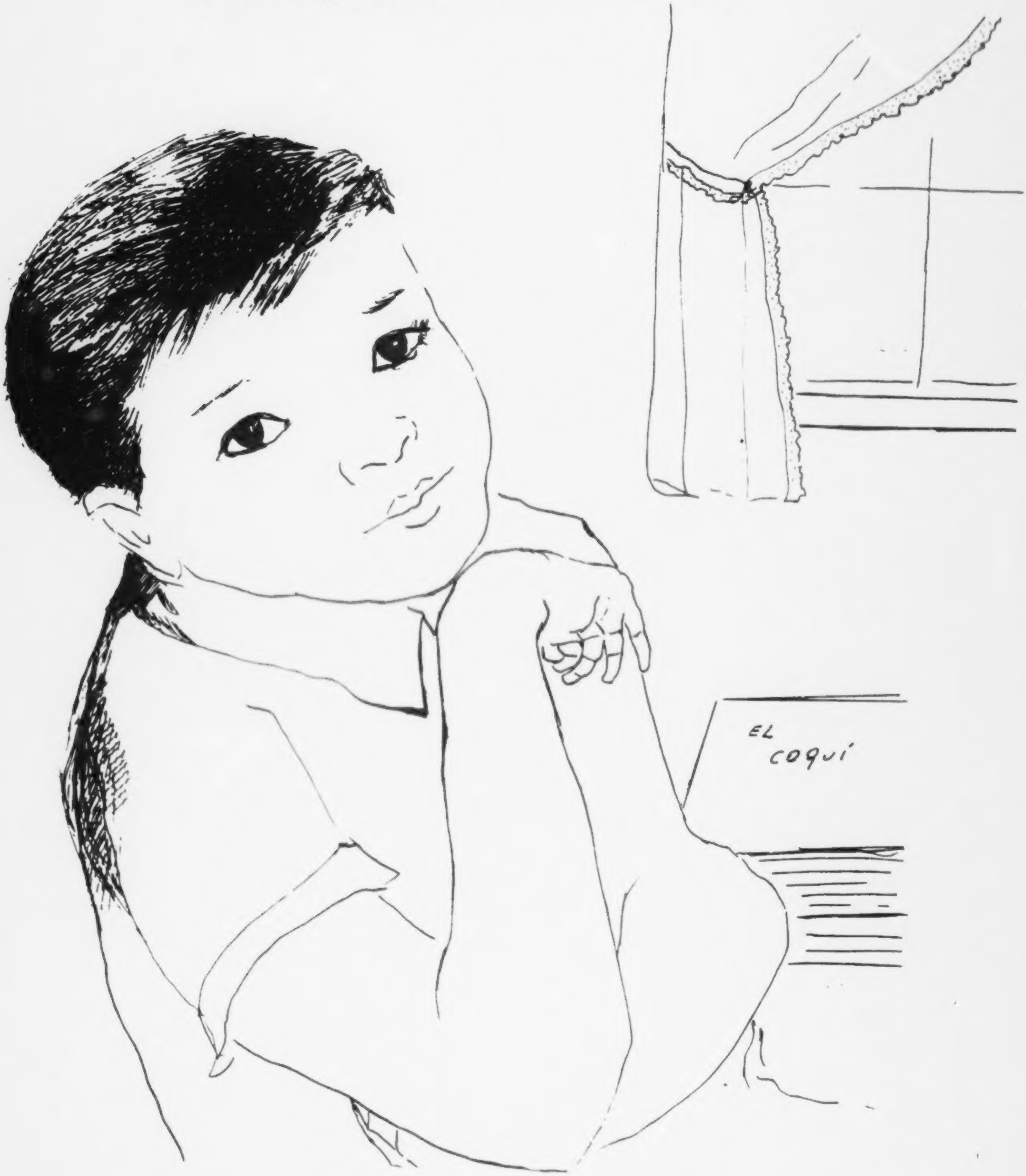
The teacher asked a Puerto Rican girl in the class to help Carlos. The girl spoke English and Spanish. The teacher and the girl were nice.

Carlos learned English. He liked school.

Carlos made new friends in New York. He played with them after school.



Carlos did not want to forget his Spanish, so at home he spoke Spanish with his family. His father bought books for him. He was lucky.



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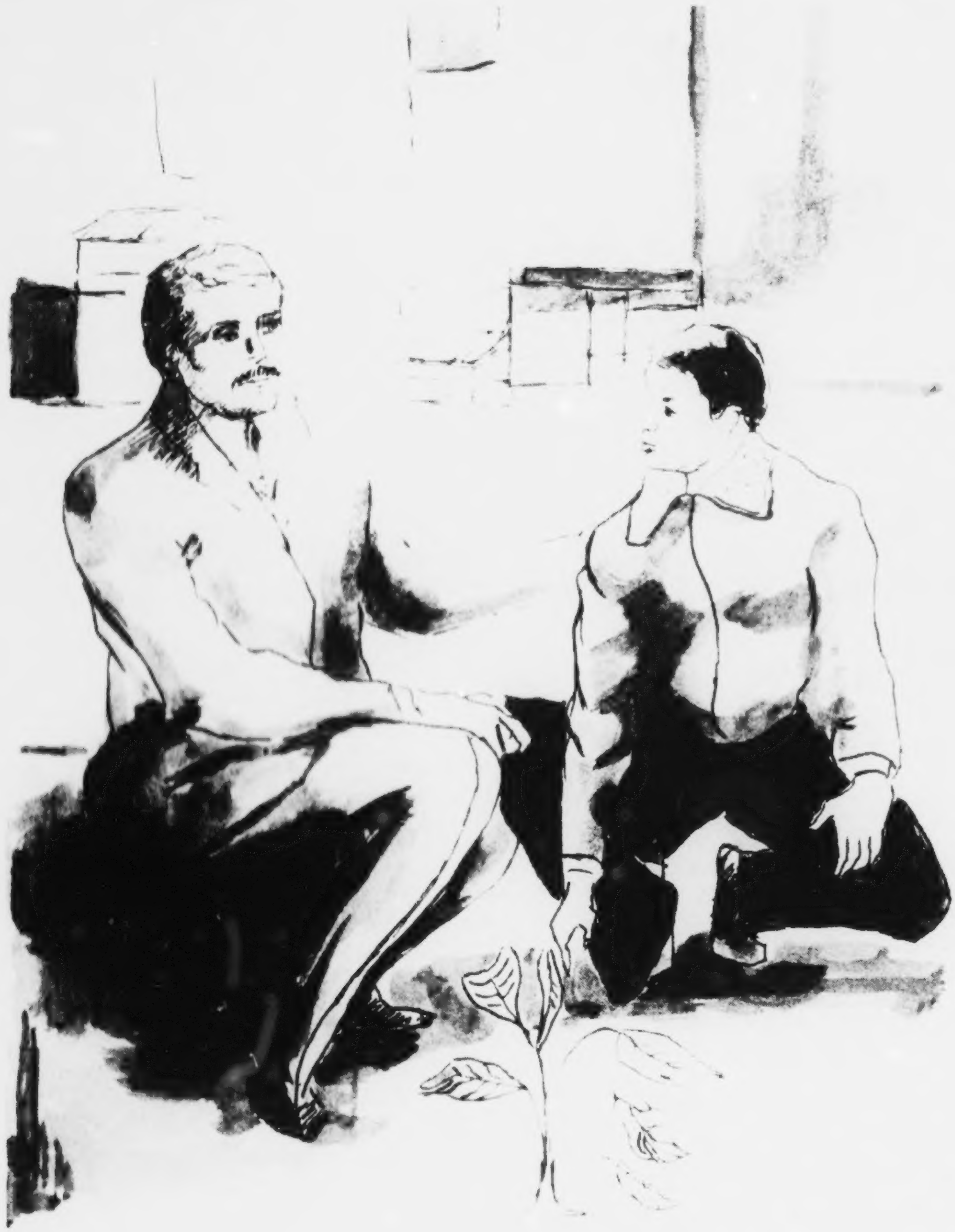
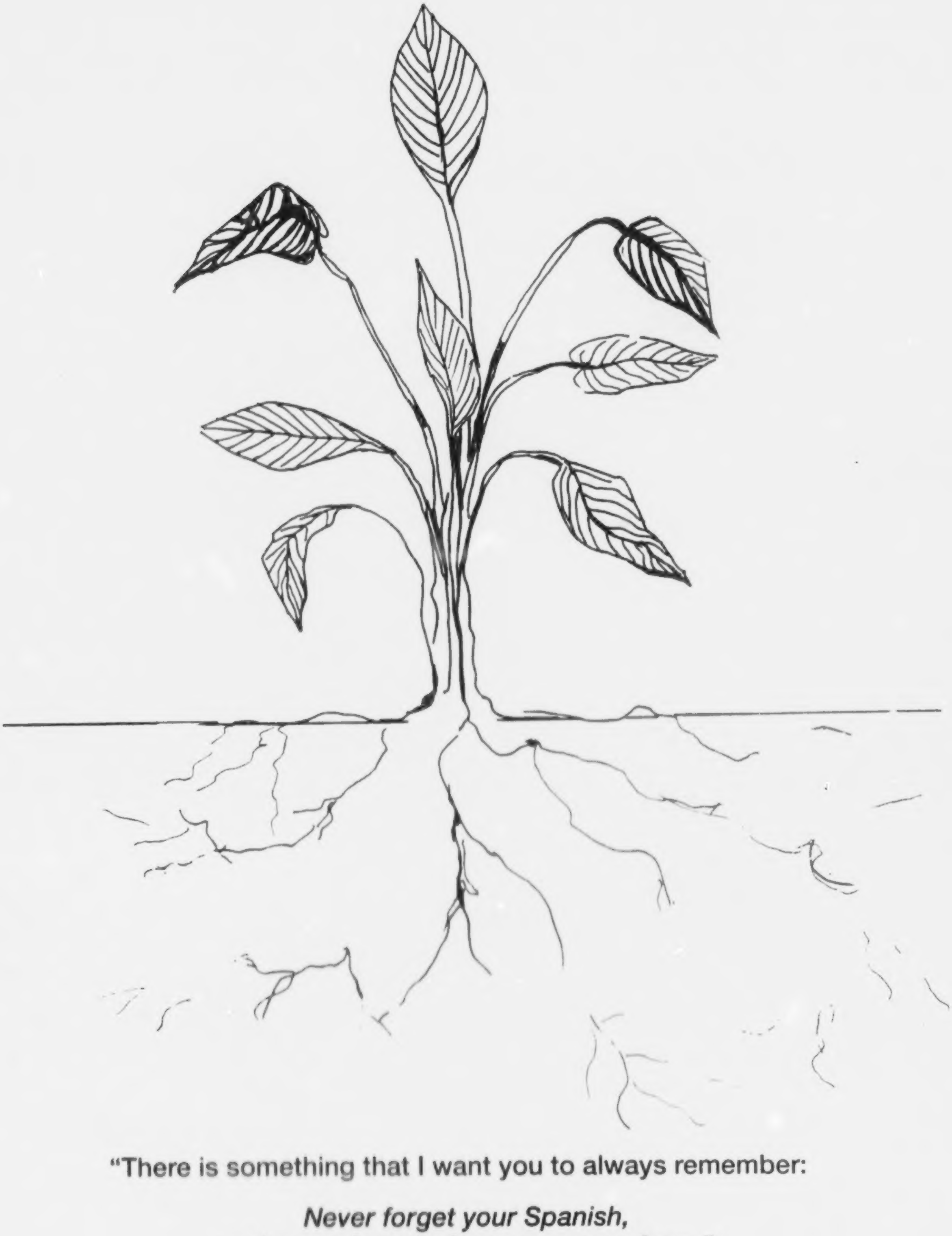


One day, Carlos' father surprised him by saying: "Carlos, I am going back to Puerto Rico. I miss my country, and I want to live there. But you will be in good company with your grandmother, aunts, uncles, and cousins. Besides, you have new friends, now."

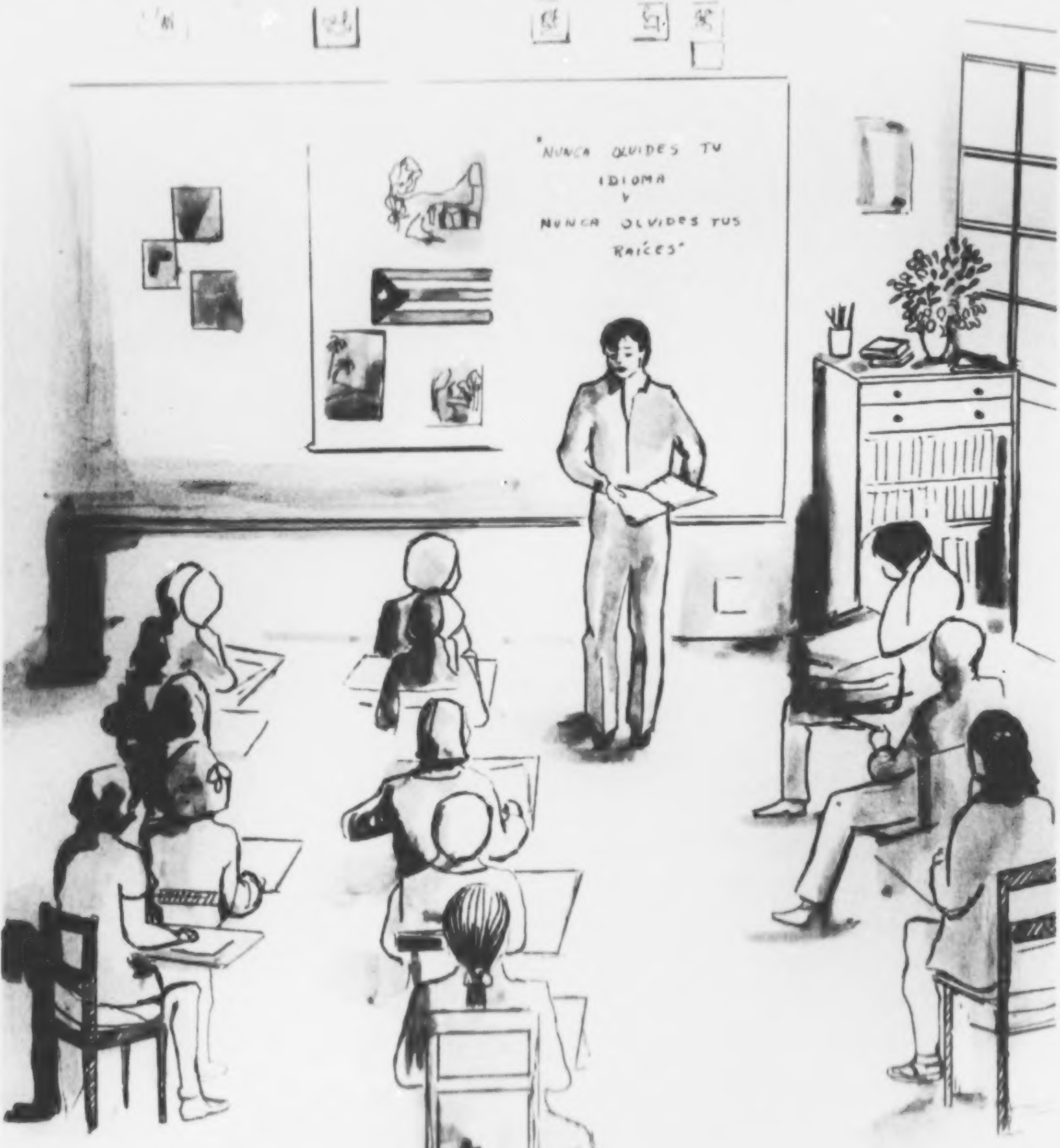


"There is something that I want you to always remember:

Never forget your Spanish,
and never forget where you came from."

Carlos learned English, but he never forgot his Spanish. He followed his father's advice and read books in Spanish and English. He went back to Puerto Rico for a while. And he could read English and Spanish there.

Carlos grew up and became a teacher of Spanish and English. The children in his class come from many countries where people speak Spanish, like Puerto Rico, the Dominican Republic, Mexico, and other Latin American countries. "What beautiful children!" he thinks as he looks at his class.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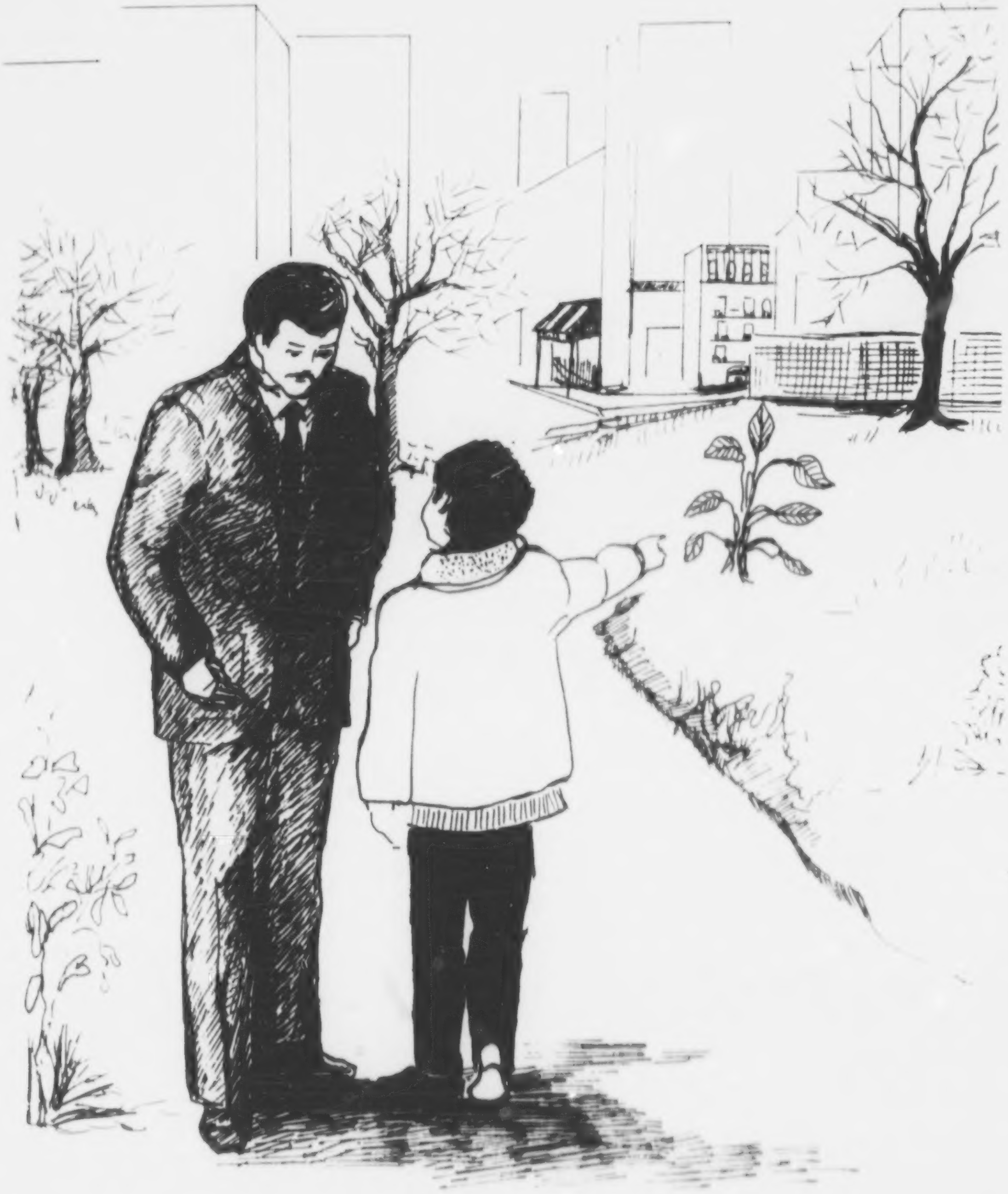
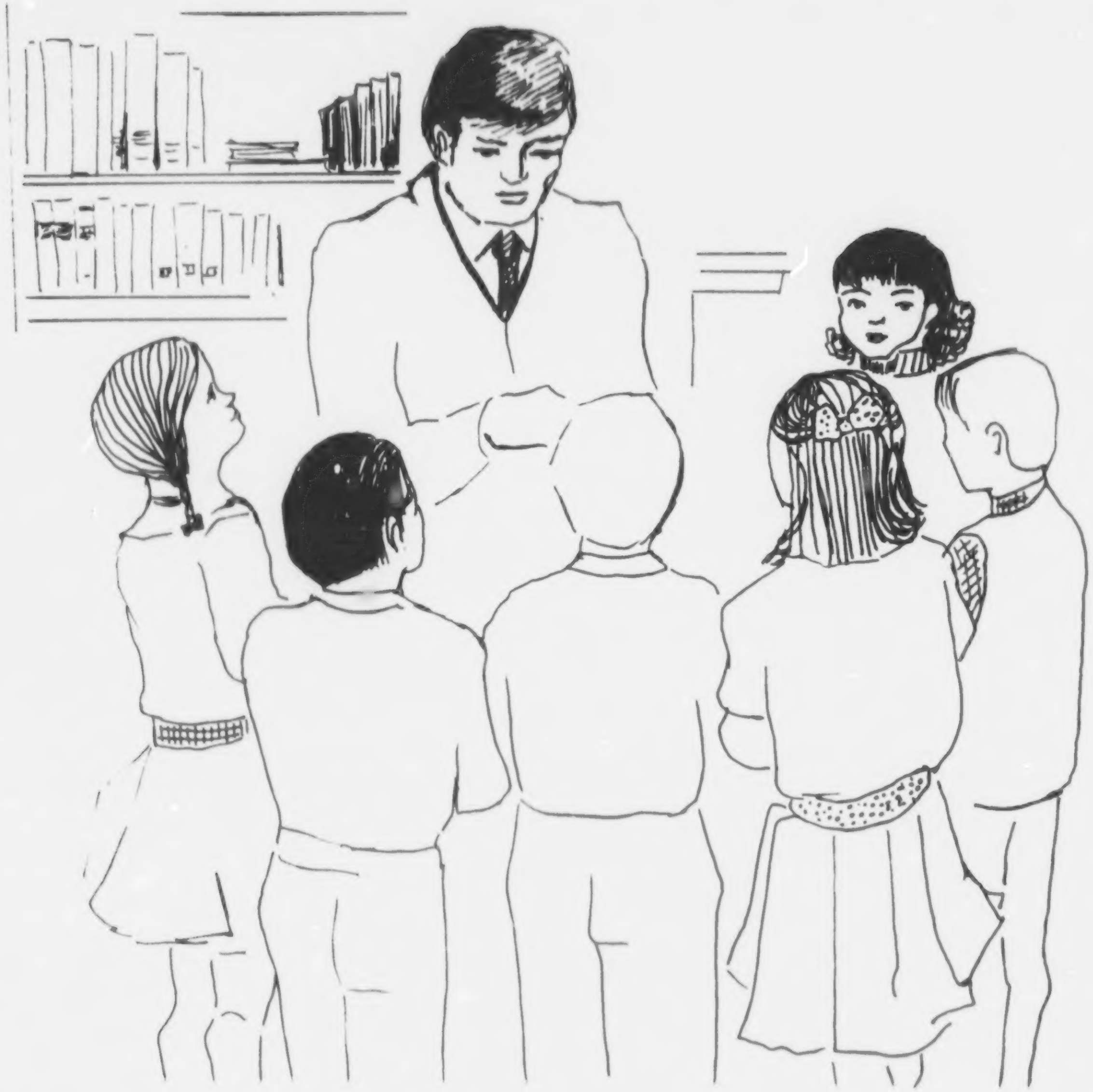
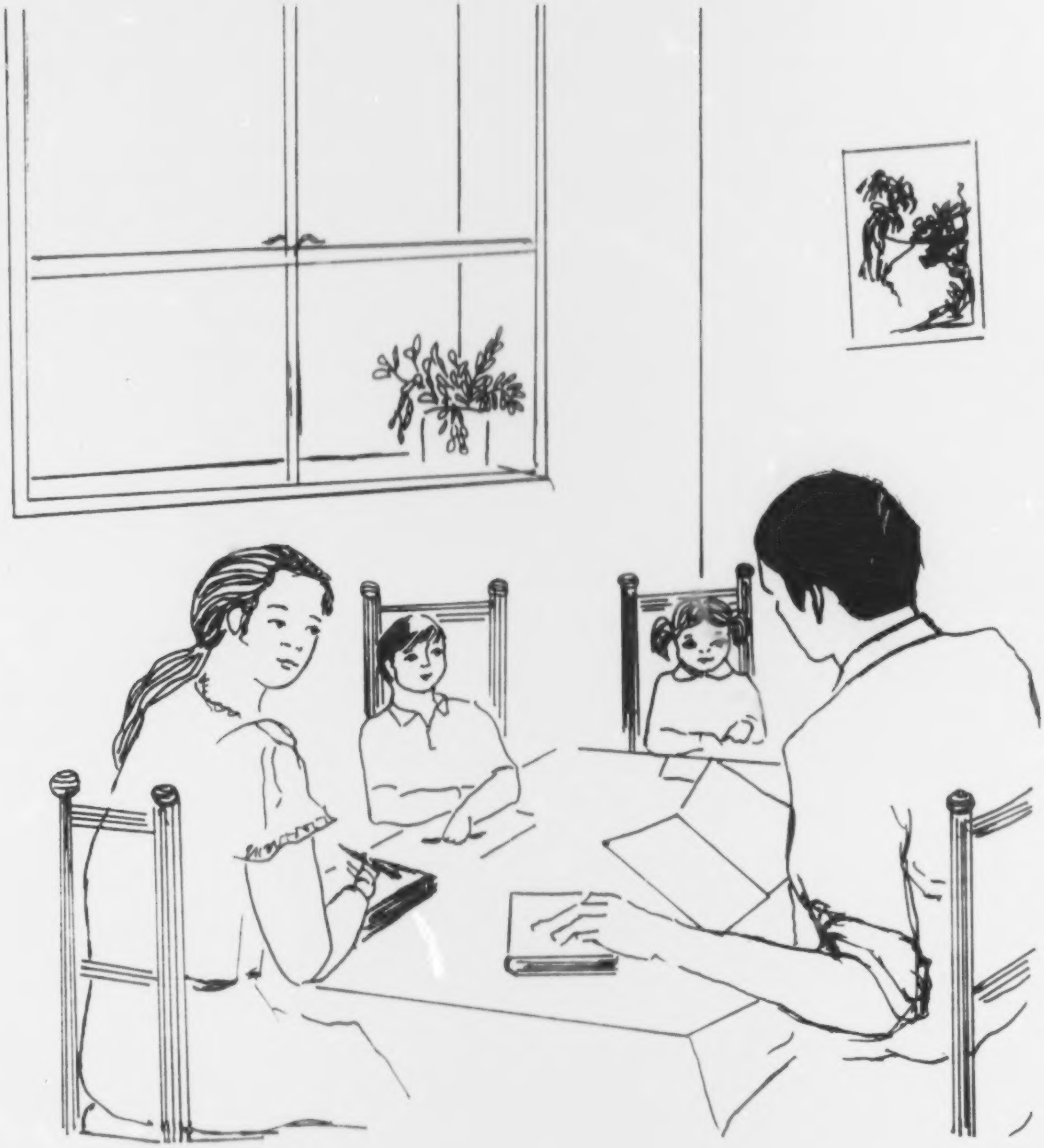


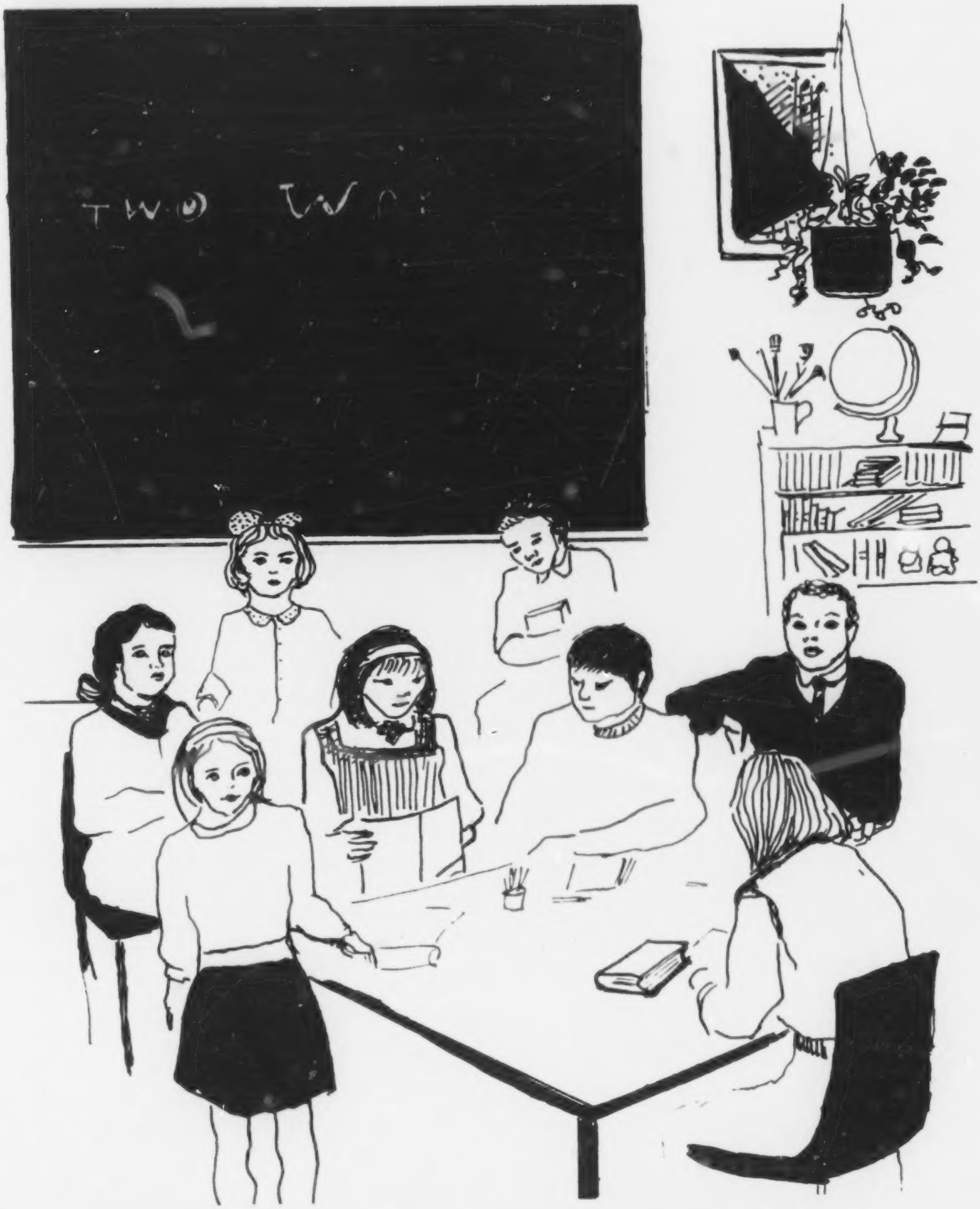
One day, Carlos remembers his father's words to him the day he returned to Puerto Rico.



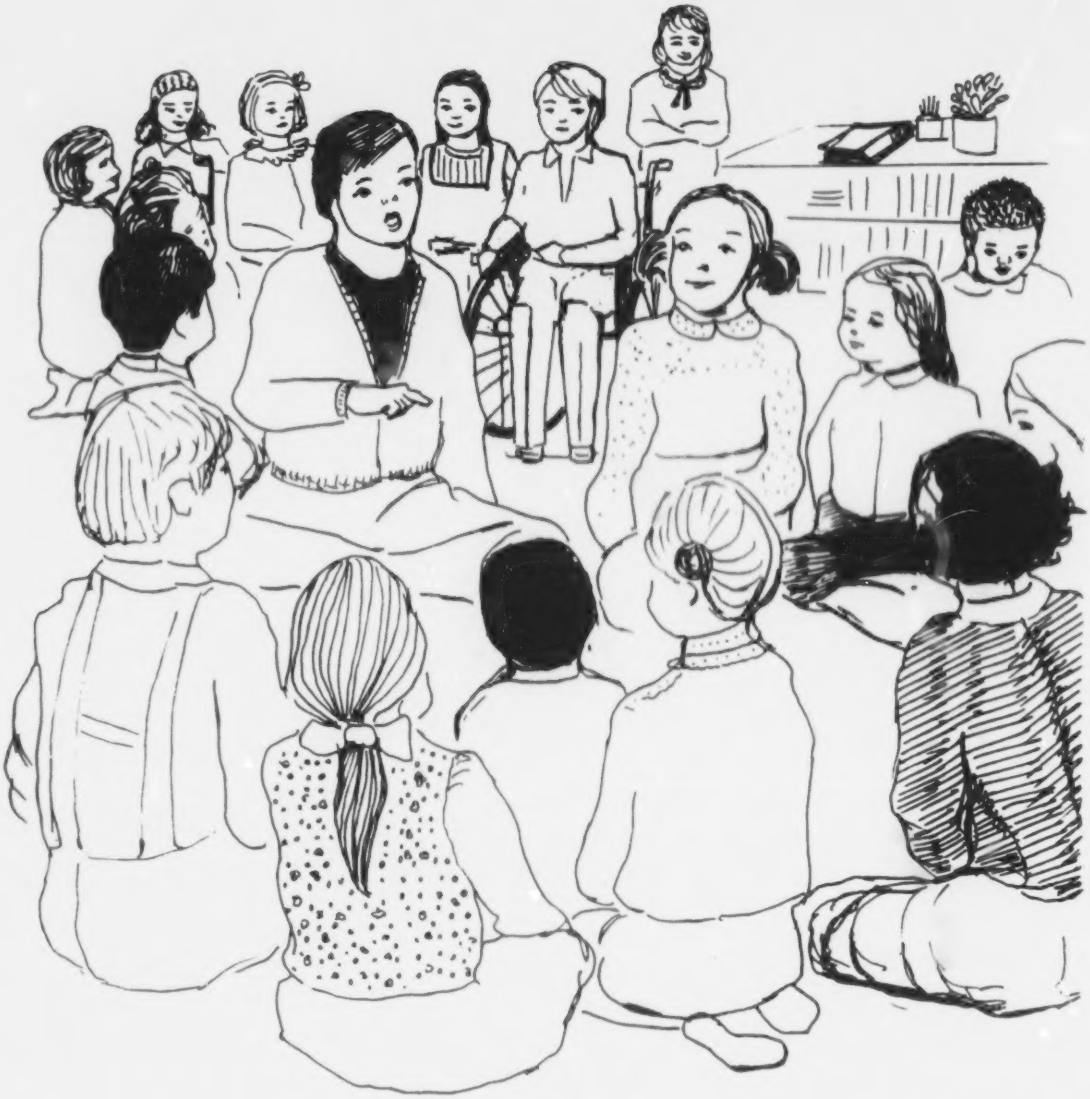
Then Carlos says to his class: "Learn English well. But never forget your Spanish. And never forget where you came from."



Carlos got married, too. He has two children of his own, Carlitos and María. They know Spanish, and they are learning English.



The children in their class who speak English want to learn Spanish, and the children who speak Spanish want to learn English. They are North American, South American, European, Asian and African. And they get along very well.



One day, Carlitos and María say to the other children in their class:

"Our father said some very special words to us. And we want to share them with you:

'Learn English well. But never forget your languages, and never forget your beautiful countries!'"

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Teaching Activities for the Longer Version of the Story:

The Three Roots and Papá's Advice

Story by Noemí Carrera Herendeen

Introductory Teaching Activity

In using the poem, you may want to present only certain verses, depending on the reading level of the class. The first five verses deal with the three cultural roots. The last verses speak of the present and can provide an extended activity in which students learn the musical terms used by Puerto Ricans and listen to various music styles from Puerto Rico.

Objectives

Students will be able to:

- identify the three main roots that form the Puerto Rican heritage.
- explain why the Puerto Rican heritage is a rich heritage.

Development

- Hold up the picture of the three hands and ask the students the following questions:
  - — What do you see in this picture?
  - — What do you think the person who drew the picture was thinking about?
- Distribute the Introductory Student Activity Sheet A, "Our Heritage." Read aloud the poem "Our Heritage" to the class.
- Ask the following questions.
  - — How are the poem and the picture alike?
  - — What three cultures are shown in the picture?
  - — According to the poet, what are the contributions of each of the three races?
  - — Why is a mixed heritage a rich heritage?
  - — How do you think the author of the poem feels about his heritage? Read aloud the verses or words that specifically describe how he feels.
  - — What other words could he have used?
  - — What words would you use to describe how you feel about your heritage?
  - — Elicit the meaning of the vocabulary they may not know, such as *humanism*, *fertile*, *industriousness*, and *vested*, by using the words in other sentences if necessary.
- Distribute Introductory Student Activity Sheet B, "Words and Images." Have students in groups or individually compare the picture with the poem and answer the questions.
- Encourage students to present their work and share their answers with the class. Then divide the class into groups and ask each student to share something from his or her own heritage with the other students. Have each group pick one student to be a recorder to write down what is shared on a piece of paper. When the groups are finished, have the recorders write the words on the chalkboard. Ask each student to choose some of the words or phrases from the chalkboard and put the phrases together into a poem about the many backgrounds of the class community.

Follow-up Activities

Students can:

- Identify what each of the hands is holding in the illustration on the activity sheet (sugar cane, coffee, tobacco). Then each student interviews a member of his or her family or of the community who has been to Puerto Rico and seen sugar cane, coffee, or tobacco growing. Each student reports on what he or she has learned. Students may also research the history of these plants as crops.
- Practice a choral reading of the poem. Assign certain lines to be read by different groups. Other lines should be read by the whole group.

Introductory Student Activity Sheet A

Our Heritage

Who am I, where do I come from and what are my roots
You have inquired, my good, my dear friend;
I come from an island of green scenery and mountains
Of rich, fertile valleys and beautiful prairies.

I am the product of three noble races
Which represent three columns supporting my heritage;
Three ethnic groups, three races which melted into one,
Vested with kindness, humanism, art, industriousness.

From the Tainos I inherited their generousity
And their fervent love for working in the land;
Their compassion and loyal devotion for their family,
And their love of peace and hatred of war.

From the Africans I learned to resist oppression,
The love for their family and their love for freedom,
Their inner strength, their good sense of humor,
And their deep sense of charity and compassion.

From the Spaniards, their rich, expressive language,
Their music, arts, culture, and the harmonious guitar,
Also their persistent spirit to look for enterprises
And their adventurous desire to discover new worlds.

I inherited a mosaic of precious, invaluable virtues
And my skin represents an array of colors, tones and shades;
I create rich musical tones of various pitches and rhythms
Just to entertain my muses: my people, my flowers, my land.

With measured steps, rhythmic motions and enthusiasm
I sing and dance a moving, rhythmic *bomba*,[1]
And just to celebrate an important happening, event,
I improvise the tones and lyrics for a vivacious *plena*.

With a fine tuned *cuatro*[2] and a vibrant guitar
I sing a *seis*,[3] an *aguinaldo* or a *mapeye*,
And just to keep alive my precious traditions
I play and dance a *danza* in the casino or at my *batey*.[4]

I am *Boricua*, Puerto Rican in any setting of the world;
I represent a trio of legacies with various views of life:
Moral righteousness, sense of charity, love for freedom,
Happiness, industriousness, and a goal to pursue in life.

Translated from the Spanish
by the author, Rafael Vega

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[1] bomba, plena, danza – styles of Puerto Rican dances and songs

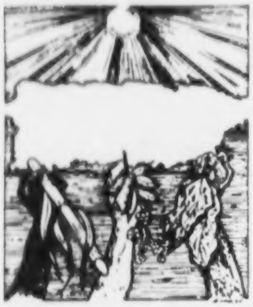
[2] cuatro – a typical string instrument

[3] seis, aguinaldo, mapeye – styles of Puerto Rican music

[4] batey – open, hard-soil front yard, like a small plaza, surrounded by flower plants and trees

Introductory Student Activity Sheet B

Words and Images



1. How are the poem and the picture alike?

2. Write some words or phrases in the space below to describe how you feel about your heritage, or draw a picture.

(You may want to include this activity sheet in your performance folder.)

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Overview for Teaching Activities 1-4

The story "The Three Roots and *Papá's* Advice" presents the theme of migration, which is at the heart of the Puerto Rican experience in New York City. First read the story to the class, showing them the pictures. Choose stopping points for brief discussions based on the students' reactions and time constraints. Discussion questions for each section of the story are listed at the end of each reading.

After the students have listened to and discussed the story the first time, distribute the student reading sheets so that students can read the sections themselves and complete the related activities. Each section of the story has one or more activity sheets that follow the student reading. For example, Student Reading 2 is followed by four student activity sheets numbered 2A, 2B, 2C, and 2D. These activities and questions cross many subject areas: geography and mapping activities, mathematics, communication arts, social studies, science, health and physical education, art, and music. (At the back of this guide is a section that lists the activities by subject area.) Select those activities most appropriate for your students.

Teaching Activity 1

Objectives

Students will be able to:

- identify common feelings about leaving home and moving to a new place.
- discuss probable reasons for moving.

Development

- Distribute Student Reading 1 of "The Three Roots and *Papa's* Advice." Have the students read the section.
- Divide the students into eight groups. Distribute Student Activity Sheet 1, "Thinking about the Story," and assign one of the topics to each group or let each group choose their own by selecting the topic most members want. For topic 8, be sure that the class understands that Puerto Ricans are United States citizens.
- Have the groups share their work with the whole class. Encourage the class to comment on each presentation by elaborating on what was presented or by giving a different point of view.

Follow-up Activities

Students can:

- Discuss what can be done to help adults who have never learned to read.
- Conduct a panel discussion on the issue of equality of education for women.
- Research and make a chart of the pictures and names of other flowers that are used in making perfume scents and that grow in Puerto Rico.
- Interview three families in their neighborhood to find out where they came from and why they moved to New York City. Students can compare their findings with the class survey. Then students can explain whether or not the class statements are true for their own families.
- Research why *mangós* are not allowed on passenger flights from Puerto Rico to New York. Students can research this by contacting airlines and/or the Department of Agriculture or the United States Customs Office. Students explain whether or not their ideas were correct.

The Three Roots and *Papá's* Advice

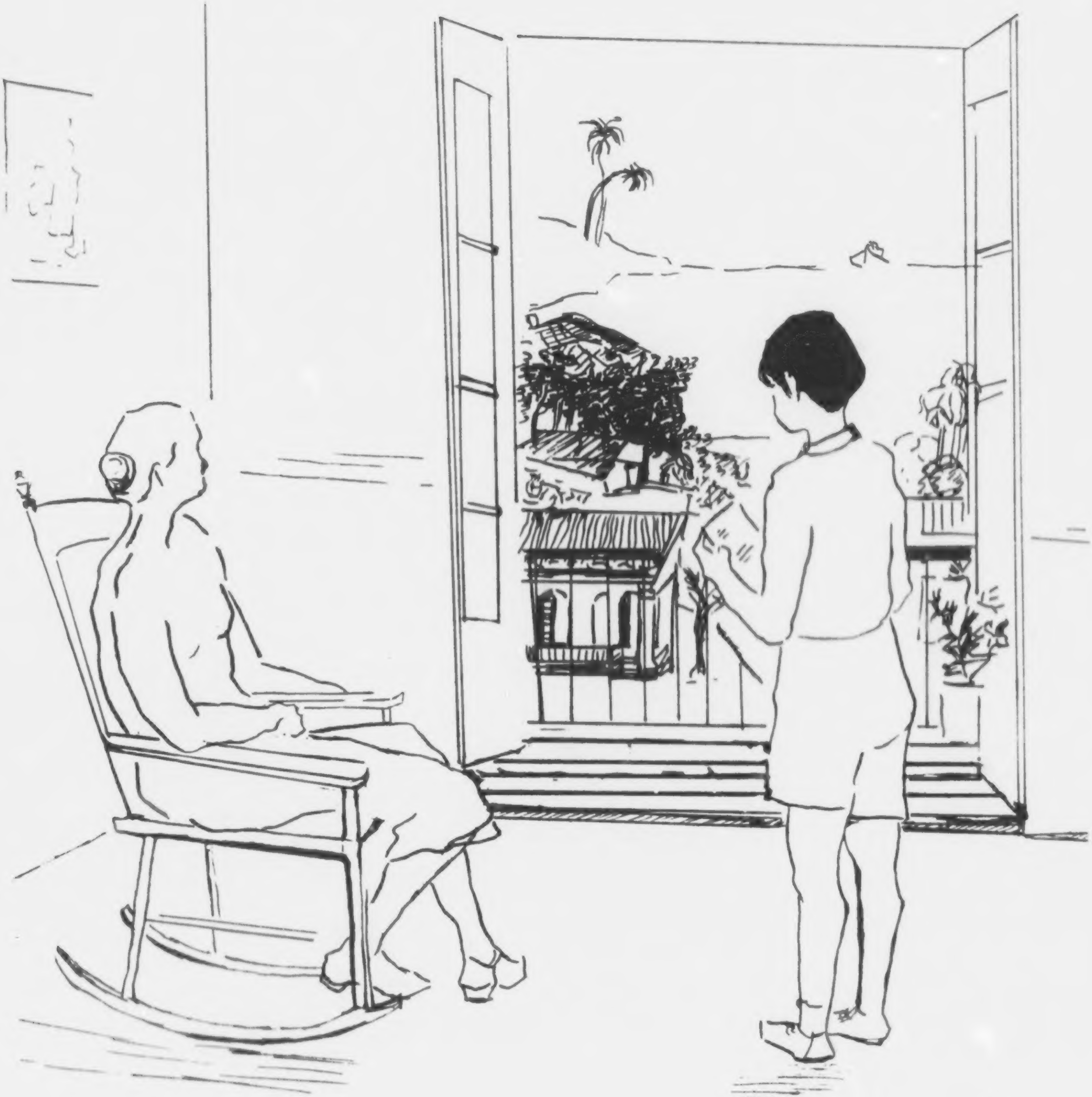
by Noemí Carrera Herendeen

Carlos lived with his grandmother. Sometimes he would sit on the front porch of his home rocking himself in a rocking chair and thinking about the trip "up north," as many would say. He lived in a town in the southwestern region of Puerto Rico. "So many people are going up north!" Carlos thought. It was 1948. He kept thinking about the trip on a two-engine airplane; he had heard it took at least ten hours to get to New York. There were two stopovers, one in Miami and one in South Carolina. Some of his relatives had traveled on a ship called the *Marine Tiger* that required several days to get to New York. "New York must be beautiful!" Carlos thought. "I bet everyone is rich there!"

One day, Carlos' grandmother asked him to read to her a letter that had arrived from New York. The grandmother had never been to school, and she did not know how to read or write. When she was a girl, many people thought that it was not necessary for girls to go to school. Carlos read the letter out loud. It was from his aunt, Margarita. It read:

> Dear Mother:
>
> I hope you and Carlos are enjoying good health. We are doing fine, thank God. I did not write any sooner because I have been working long hours in the factory. With the extra nighttime hours, I have been able to save enough to send for you.
>
> I am enclosing your airline tickets. You will be traveling by Pan American on October 10th. We will all be waiting for you at the airport. We can't wait to see you! Mother, please contact the Sanjuanera taxi line so that they can take you to the airport in San Juan. Here's some extra cash for clothes to wear on the trip and for suitcases. Don't bring *mangós* because they're not allowed on the plane, and the airport people will throw them out. Mother, don't forget to bring some cotton balls and *chicles* in your handbag. Stuff your ears with cotton and chew *chicles* so you won't get an earache when the plane takes off. It's a little cold here in October, so wear the sweaters I recently sent you.
>
> Mother, I love both of you very much. With God's help, you will have a good trip. Well, I'll see you soon.
>
> Love from your daughter,
>
> Margarita
>
> P.S. Bring me a bottle of perfume; you know the kind I like,
> the one that smells like jasmine.

Carlos got more and more excited as he read the letter. His heart began to beat so rapidly that he thought it was going to come out of his mouth. "I am going up North," Carlos thought. Finally, he said to his grandmother: "Abuela, we are going to New York!" He had hardly finished saying those words when he ran out to tell the news to his friends and neighbors.



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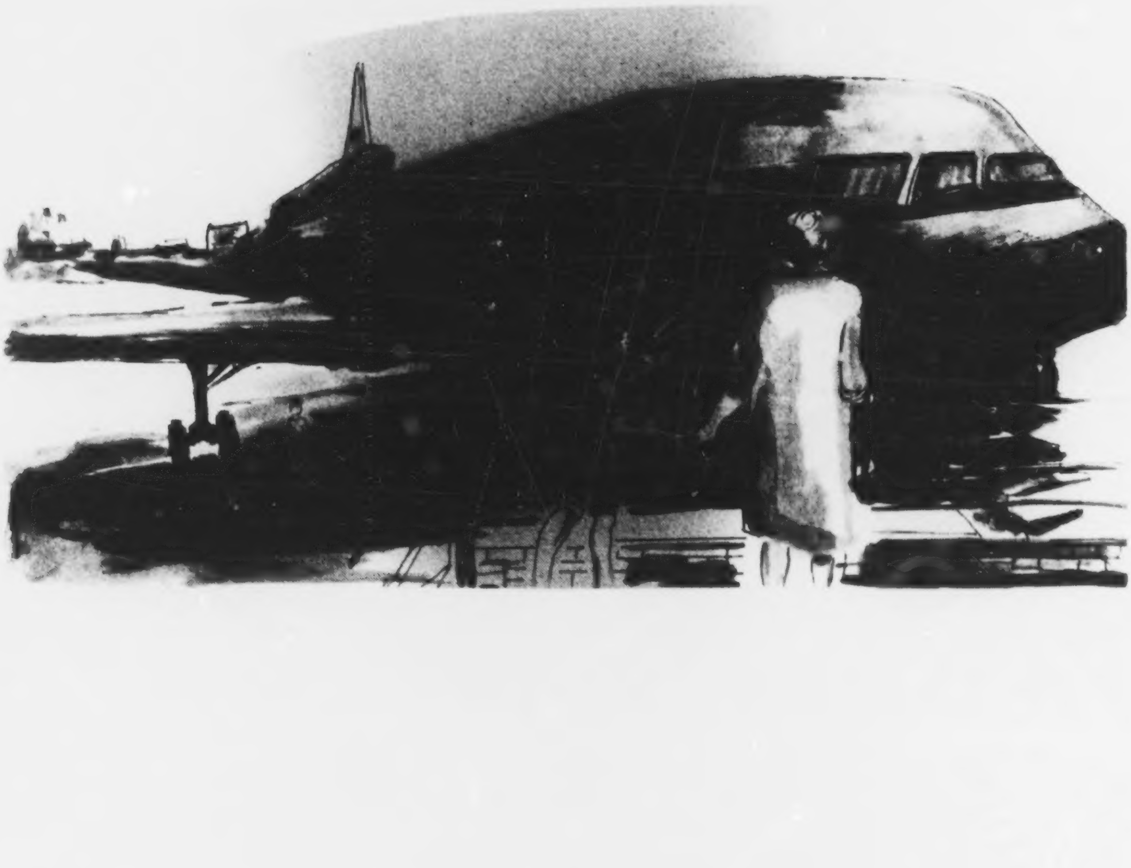


Teacher's Copy: Reading 2

The Three Roots And *Papá's* Advice

It is now October 9th. Tomorrow is the trip. What confusion Carlos feels in his head! He is happy because he is going to travel on an airplane for the first time; soon he will see his father who lives in New York. Besides, he is going to the city of skyscrapers. And finally he will meet some aunts and uncles who traveled to New York when he was a baby. He will also meet the cousins who have been born in the United States. But, he is also feeling sad . . . he is going to leave his mother, whom he visits every Sunday, as well as his friends, his school, and his teacher, whom he cares for very much . . . and his Isle of Enchantment, Puerto Rico. "I wonder when I will be back," Carlos keeps thinking, as he rocks himself on a rocking chair on the porch of his tiny house, perhaps for the last time in who knows how long.

The grandmother, who was an early riser, got up at four in the morning. She made coffee, took a shower and got ready in her new clothes. She wanted to make sure that everything in the house was in order, and that she did not leave anything behind. She awakened Carlos at five, since the taxi that would take them to San Juan would pick them up promptly at six. This would be the first time that Carlos would travel across his island; and this would be the first time he would visit San Juan.

The trip on Route 2 to the Isla Grande Airport in San Juan was long for Carlos and his grandmother. To Carlos, the trip to San Juan seemed like an eternity. He was very uncomfortable throughout the trip because the taxi carried five passengers, besides the driver, and each person carried packages full of presents for their relatives in New York. There was hardly any room in the car to move. But in spite of the uncomfortable surroundings, Carlos was able to appreciate the beauty of his island and that of his compatriots.

They finally arrived at the Isla Grande Airport. Suddenly, the flight to New York, with stopovers in Miami and South Carolina, was announced. There were many people saying good-bye to their loved ones, and you could see tears streaming down the faces of many of them. Carlos and his grandmother crossed the airport and went up the steps to the airplane.

The airplane was exactly the way Carlos had seen in a newspaper, except that it was much bigger than he had imagined. There were seats on each side, one after the other; there was a narrow aisle in the middle of the airplane. With all the packages everyone carried, it was very difficult to move inside the plane.

Carlos immediately chose a seat next to a window. He did not want to miss anything. The grandmother had insisted on sitting by the plane's wings because she had heard that, in case of an emergency, there was more of a chance to come out alive if you sat in that area. The plane started to make a loud, roaring sound. It was the engines. The grandmother began to pray.

As a result of bad weather, the trip that normally took ten hours became a sixteen-hour trip. But, finally, the plane landed in New York City.

The Three Roots and *Papá's* Advice

"*Papá*," Carlos yelled as soon as he saw his father. Each ran toward the other, and hugged, and hugged, and hugged. They didn't say a word for a while; they just stared at each other with smiles from ear to ear. "I missed you, father," Carlos finally said. Soon after, the aunts, uncles, cousins, and friends began hugging Carlos and his grandmother. It seemed like a holiday celebration . . . as if all of New York had come to greet them.

"My, what tall buildings!" Carlos thought as he traveled by taxi from Idlewild Airport to his aunt's home in Manhattan. "Most of the buildings are of a dark color . . . I wonder why they don't paint them in different colors like the houses in Puerto Rico," Carlos kept thinking. Carlos then spoke to his father: "*Papá*, Puerto Rico is very pretty, isn't it?" "Of course it is," answered the father. "I see that you are already missing Puerto Rico. But you will feel fine when you start school and begin making new friends."

The grandmother was very happy to be with her children, grandchildren, and brothers and sisters. But she also felt strange because she did not have her backyard to plant flowers in anymore. Neither did she have her front porch, where she rocked herself in a rocking chair every night as she gazed at the moon and the stars and said "Hello" to every passerby.

Carlos' new school was in the Harlem section of Manhattan. After filling out some papers and after his father spoke in English with some people, they both went up to Carlos' new third grade classroom. All the children stood still for a moment. They wanted to see who their new classmate was. The teacher walked toward Carlos and his father, and said something in English. "I wonder what she is saying," Carlos thought to himself.

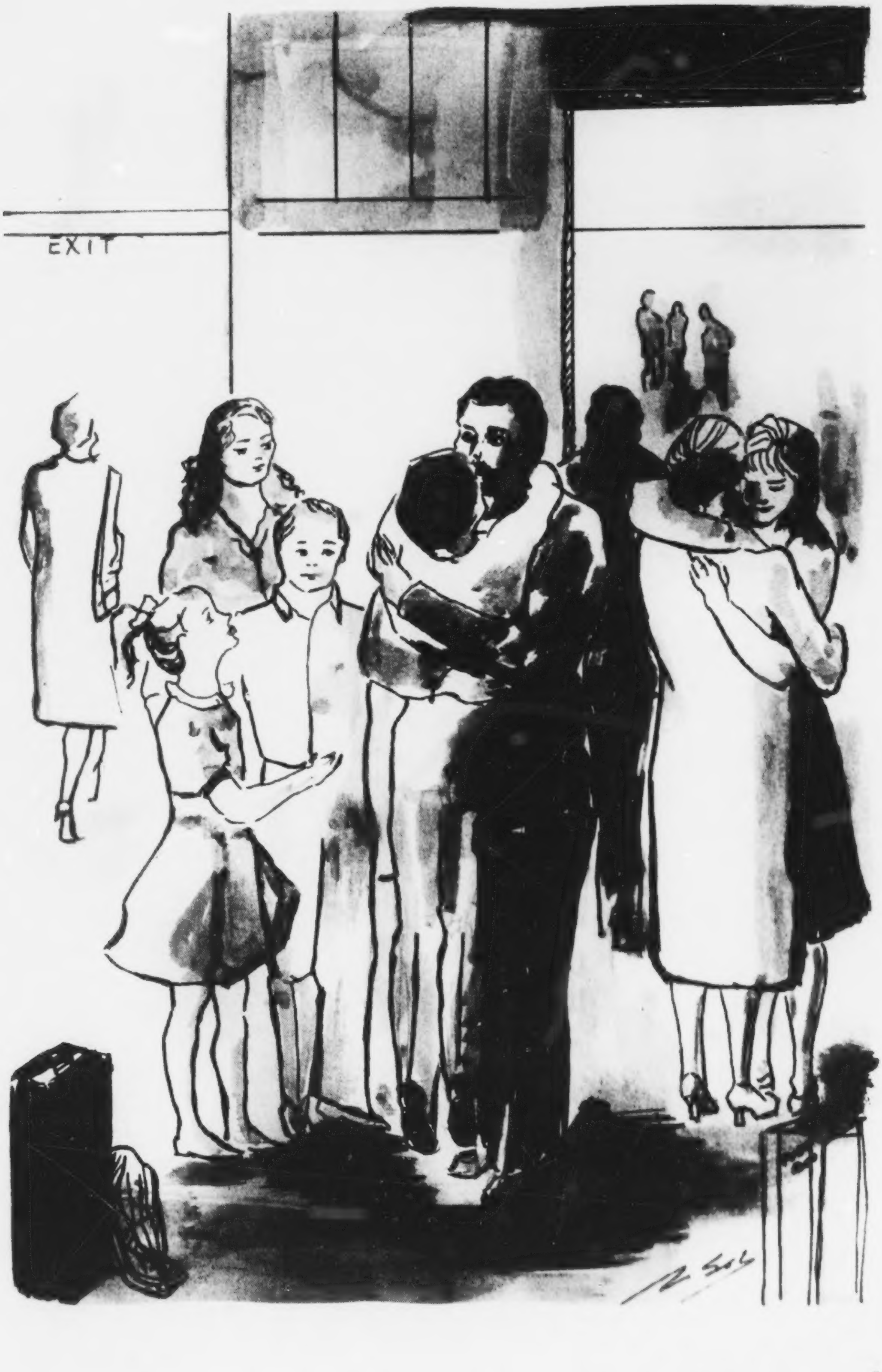
The teacher was fair-skinned, with golden hair and blue eyes, just like Little Red Riding Hood. She assigned Carlos a seat next to a Puerto Rican girl who was fluent in both Spanish and English so that she could be his interpreter and also help him with his tasks.

It was a difficult year for Carlos. But the time came when he was able to understand what the teacher and the children were saying quite well. He did not need his classmate's help as much as he did when he first came to school. He could also read his books in English and understand them quite well.

One day, Carlos' father gave him a piece of news that he had not expected. "Carlos," he began saying, "I want to return to Puerto Rico. I know that the situation in Puerto Rico is not very good. But I miss the island. And I want to struggle there. You will remain in good hands with *mamá* and my sisters and brothers. But, before I leave, I want to say something to you that I feel is very important: Learn English very well, but never forget your own language, and never forget your roots."

The day came to say good-bye to his father. Carlos was sad . . . luckily, he already had new friends. And his father's advice always remained vivid in his mind:

"Never forget your own language, and never forget your roots."



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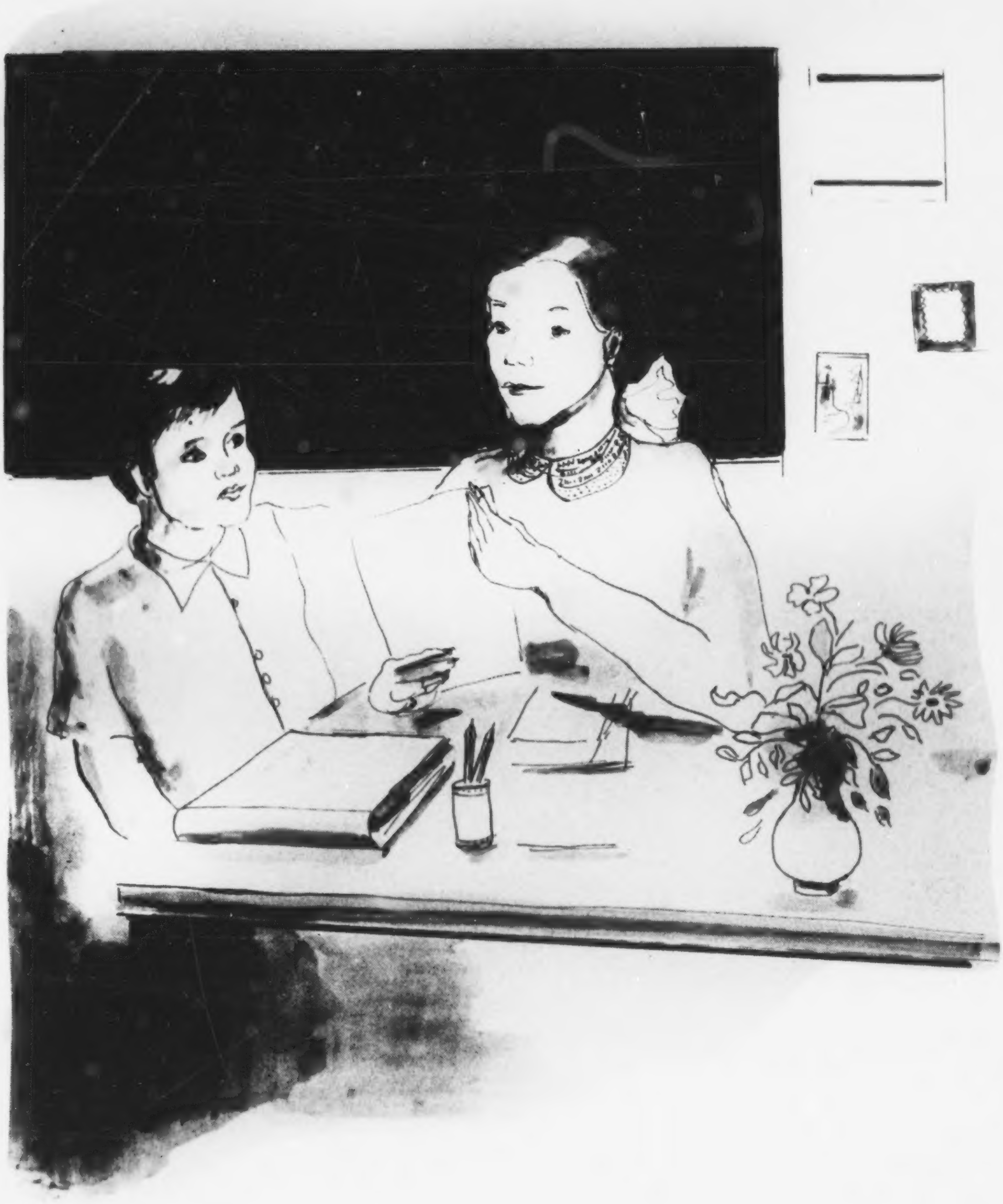

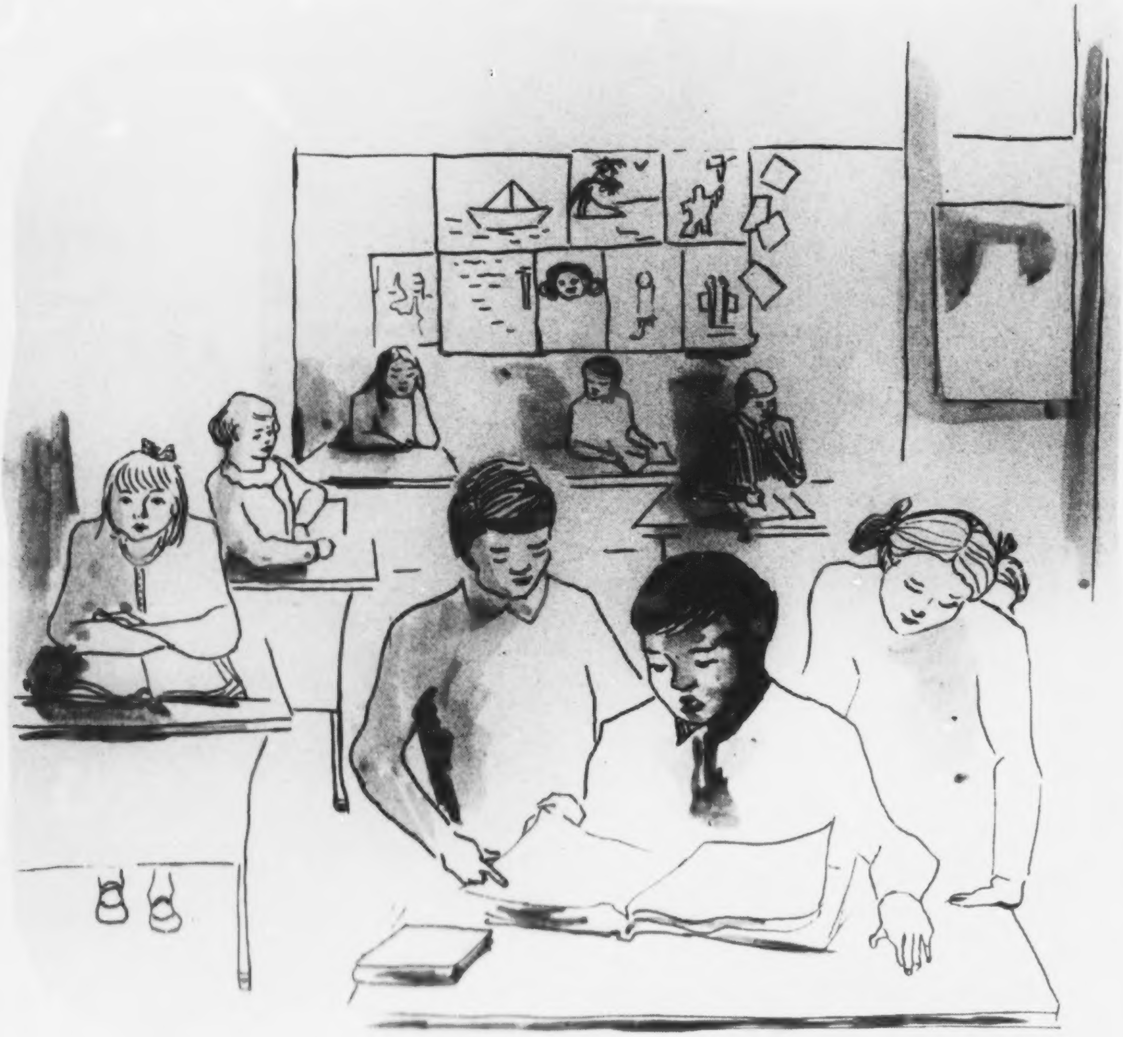

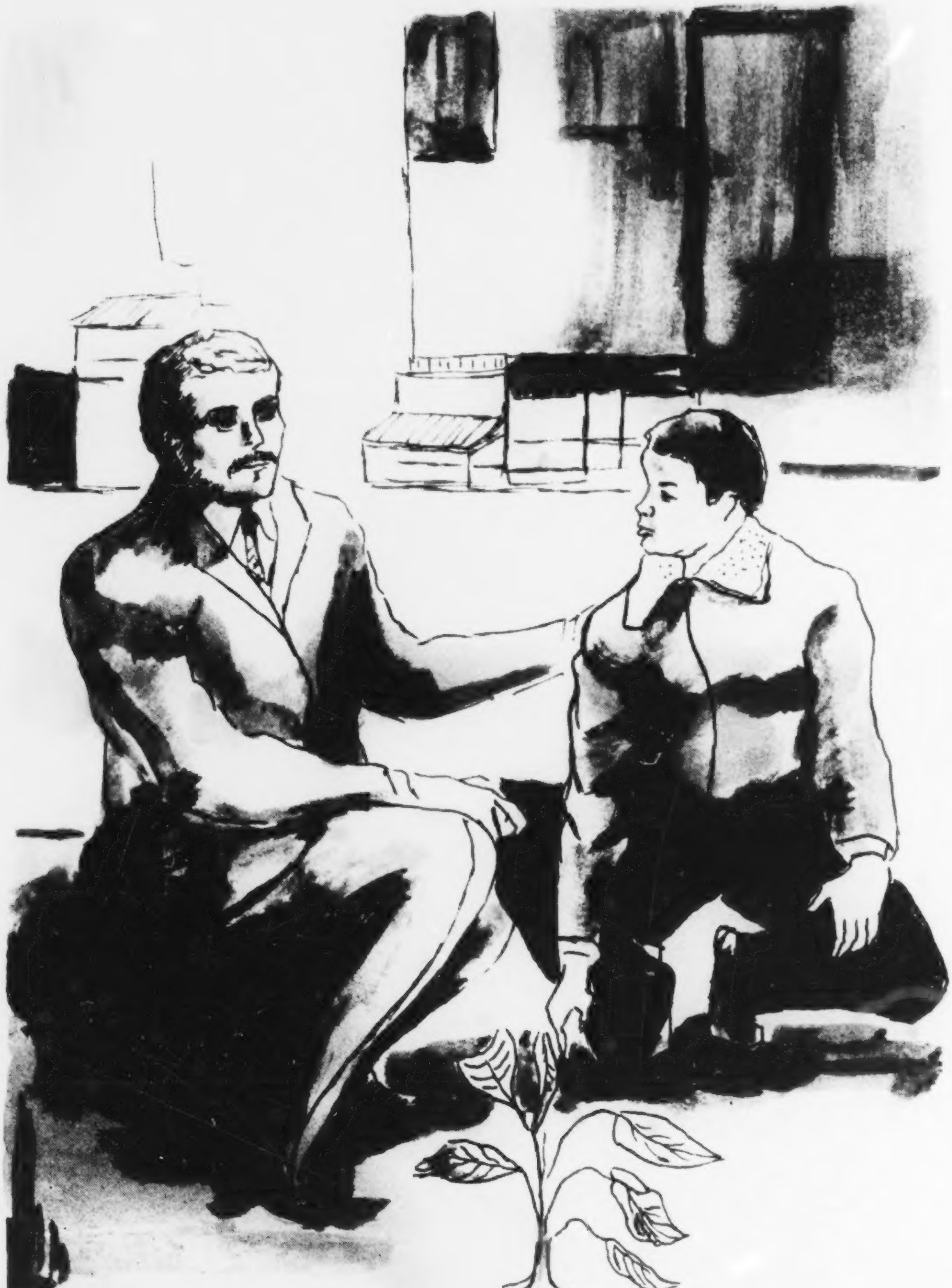

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Teacher's Copy: Reading 4

The Three Roots and *Papá's* Advice

Carlos learned English, but he continued speaking Spanish at home. His father had left him some books in Spanish so that he could read them. Whenever he was speaking Spanish and he could not think immediately of a correct word to use, he made a big effort to find one and not depend on his English vocabulary. That effort helped him later on. You see, Carlos and his grandmother got to go back to Puerto Rico. And for a couple of years, he continued his schooling in Puerto Rico without any problems because he knew Spanish well. He also had another advantage. Since he had learned English in New York, he was tops in his class of students beginning to learn English.

Carlos and his grandmother traveled to New York City a second time. Carlos still lives in the Big Apple. He continued his education, got married, and now has two children of his own. He chose the teaching profession as a career, and became a bilingual teacher.

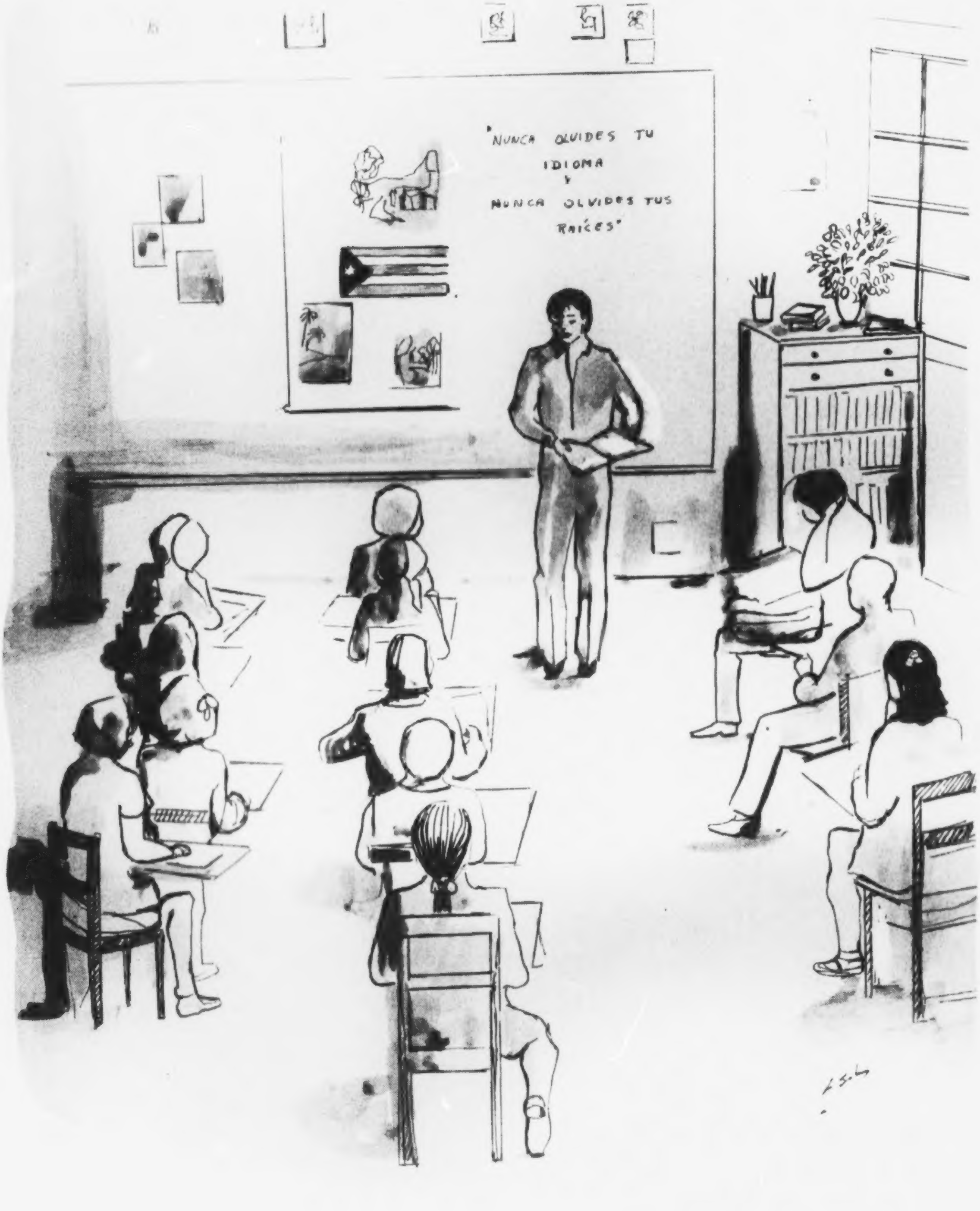
One day Carlos takes a good look at his bilingual class. The children are Puerto Rican, Dominican, Mexican, and from several countries of Central and South America. "What a beautiful mosaic of cultures!" he says to himself. His thoughts wander to his own first day of classes in New York many years ago. "How I wish I could have been in a bilingual class then!" Another thought also comes to his mind—his father's special words to him. He then speaks to his class:

"It is very important that you learn English and that you get to know the society you are living in well. But, never forget your own language, and never forget your roots!"

Carlos' children, Carlitos and María, were born in New York. They are now in a two-way bilingual program. They speak Spanish and are learning English. The children in their classes are African, Asian, European, North American, and Latin American. The children who speak English want to learn Spanish, and the children who speak Spanish want to learn English. They all study about their own cultures and those of their classmates. Their class is truly representative of the beautiful and rich cultural mosaic that is New York.

Carlitos and María are bilingual and multicultural . . . and they want to share that wonderful legacy, that is, their own cultural heritage. Their father, Carlos, has given them some very special advice that will stay with them forever:

"Never forget your own language, and never forget your roots!"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Student Reading 1

The Three Roots and *Papá's* Advice

by Noemí Carrera Herendeen

Carlos lived with his grandmother. Sometimes he would sit on the front porch of his home rocking himself in a rocking chair and thinking about the trip "up north," as many would say. He lived in a town in the southwestern region of Puerto Rico. "So many people are going up north!" Carlos thought. It was 1948. He kept thinking about the trip on a two-engine airplane; he had heard it took at least ten hours to get to New York. There were two stopovers, one in Miami and one in South Carolina. Some of his relatives had traveled on a ship called the *Marine Tiger* that required several days to get to New York. "New York must be beautiful!" Carlos thought. "I bet everyone is rich there!"

One day, Carlos' grandmother asked him to read to her a letter that had arrived from New York. The grandmother had never been to school, and she did not know how to read or write. When she was a girl, many people thought that it was not necessary for girls to go to school. Carlos read the letter out loud. It was from his aunt, Margarita. It read:

> Dear Mother:
>
> I hope you and Carlos are enjoying good health. We are doing fine, thank God. I did not write any sooner because I have been working long hours in the factory. With the extra nighttime hours, I have been able to save enough to send for you.
>
> I am enclosing your airline tickets. You will be traveling by Pan American on October 10th. We will all be waiting for you at the airport. We can't wait to see you! Mother, please contact the Sanjuanera taxi line so that they can take you to the airport in San Juan. Here's some extra cash for clothes to wear on the trip and for suitcases. Don't bring *mangós* because they're not allowed on the plane, and the airport people will throw them out. Mother, don't forget to bring some cotton balls and *chicles* in your handbag. Stuff your ears with cotton and chew *chicles* so you won't get an earache when the plane takes off. It's a little cold here in October, so wear the sweaters I recently sent you.
>
> Mother, I love both of you very much. With God's help, you will have a good trip. Well, I'll see you soon.
>
> Love from your daughter,
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> Margarita
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> P.S. Bring me a bottle of perfume; you know the kind I like,
> the one that smells like jasmine.

Carlos got more and more excited as he read the letter. His heart began to beat so rapidly that he thought it was going to come out of his mouth. "I am going up North," Carlos thought. Finally, he said to his grandmother: "Abuela, we are going to New York!" He had hardly finished saying those words when he ran out to tell the news to his friends and neighbors.

Discussion Questions

- Have you moved? What were the reasons for moving? How did you feel when you first heard the news that you were moving? How many of your friends have moved?
- Where is Carlos going?
- How does Carlos feel about the news? Why?
- Why is Carlos' heart "beating so rapidly that he thought it was going to come out of his mouth?"
- How do you think the grandmother feels? Why?
- Do you think it will be easier for the grandmother to leave her home than it will be for Carlos? Explain why or why not.

Student Activity Sheet 1

Thinking about the Story

Directions: Reread Section 1 of the story and choose one of the topics below to discuss in your group. Then write or present the group's ideas to the class.

1. The grandmother is not able to read the letter herself because she did not go to school when she was little and never learned how to read. When she was a girl many people thought it was not necessary for girls to go to school. Do you think a good education is just as important for a girl as for a boy? Why or why not?
2. What do most people expect of girls today? Show the group's ideas on a chart. Survey the students in the group to see if your answers agree. Write a statement that explains the ideas of the group.
3. What advice does Margarita give for the trip? Will cotton balls and *chicle* help to prevent earache? Why? Discuss and present what kind of person you think Margarita is from her letter.
4. How will Carlos tell his friends the news? What would they say? Write what they would say or act it out in a scene.
5. What do you think the grandmother is feeling? Write or act out what she might say to herself.
6. Why do you think Carlos' father and some of his family moved from Puerto Rico to New York City? Make a chart showing the reasons. Then ask the students in your group why their families migrated or immigrated to New York. If an answer matches a reason recorded on the chart, put a check mark by the reason. If a student gives you a new reason, add it to the chart, placing a check mark next to it. Then identify the most common reasons and write a statement that explains the chart.
7. How are Carlos' experiences alike or different from your own? Write about your experiences and present what you wrote to one or more of the students in your group. You may choose to write scenes from your life to be acted out with other students playing the roles you assign them.
8. The movement of people from one place to another is called either migration or immigration. Research the difference between each term and explain why Puerto Ricans are migrants rather then immigrants.

Teaching Activity 2

Objectives

Students will be able to:

- describe the beauty of Puerto Rico.
- make a product map.
- create mathematical problems.

Development

- Distribute Student Reading 2 and ask students what they think Carlos will see on his trip to the San Juan airport. Have students read the section and then distribute Student Activity Sheet 2A, "The Trip to New York." Explain the meaning of *compatriots* if students do not understand the word from the context. Have them write their answers to the questions on the activity sheet.
- Discuss what students find beautiful in the picture on Activity Sheet 2A and list these on the chalkboard. Encourage students who have been to Puerto Rico to compare and contrast the picture with their memories of the island. Have students draw their own pictures illustrating what they have seen that shows the beauty of their own countries. Alternative or follow up art assignments are to draw more scenes from this section of the story: For example, the airport in San Juan, the inside of the plane as people are taking their seat, or the bad weather. Display the students' pictures or make a cooperative book for that section of the story.
- Before distributing Student Activity Sheet 2B, "Making a Product Map," you may need to review the concept of making a legend and locating symbols on a map. If students are not familiar with reading and locating symbols on a map, guide them by drawing a map of the room or the first floor of the school on the chalkboard. Have the students make up symbols for objects and place them on the chalkboard map. For example, a box or a lock for lockers, the letter "W" for widows, circles or triangles for students' desks, etc. Write the legend underneath the drawn map.
- Distribute Student Activity Sheet 2B and explain the directions as necessary. Tell the students that they may place their product symbols anywhere they wish, but that there is only one place to locate the coffee symbol, because coffee needs certain conditions in order to grow. Have the students share their maps with others and discuss why they chose the various symbols and where they placed them.
- Distribute Student Activity Sheet 2C, "How Long? How Fast? How Far?" Have students complete the mathematical problems. They must be able to explain how they arrived at their answers. (For the third problem, they have to remember or find in the story how long the trip to New York usually takes.) Then have each student make up a mathematical problem and give it to a partner. This activity may also be done in small groups, with the groups selecting the most difficult or interesting problem to give to another group.
- Distribute Student Activity Sheet 2D, "What Do You Call . . . ?" Divide the class into groups and ellipses have each group fill out the chart by asking all the members of the group what the fruit is called in their language. Bring in some actual fruits to help motivate the activity. Call time and then assign two students from each group to change to another group. When you sense that the activity has gone on long enough, have each group share their answers with the other groups, adding any additional names in another language.

Follow-up Activities

Students can:

- Visit the school or community library to locate a product map of Puerto Rico. Students can then report on products, telling where they were grown or produced.
- Make, as a class, a relief map or a large wall map of products from Puerto Rico. Have any students who are from particular towns put the names of their towns on the map.
- Bring to class postcards and photographs that show some of the scenes Carlos might have admired.
- Interview Puerto Rican friends, teachers, or neighbors and ask if they know a song or a poem that describes the beauty of Puerto Rico ("Preciosa," "En mi viejo San Juan," and the poems of Jose Gautier Benitez.) They might want to bring to school a copy of the song or poem and sing it or read it to the class. Students can explain in English what their songs or poems mean for students who may not understand.
- Trace on an outline map of New York City the route from JFK airport (formerly Idlewild Airport) to their home. Students should draw symbols to show where important landmarks such as bridges, statues, gardens, and famous buildings are located, then make a legend for the map.
- Survey the class to find out their favorite fruits and make a bar graph showing the results of the poll. Then they can make a chart(s) of fruits, vegetables, and flowers that grow in the United States or in other first countries of students in the class.
- Locate El Yunque, a famous rain forest in Puerto Rico, on a map. Students then do research on what a rain forest is. With the help of their classmates and teacher, students find out about El Yunque and other rain forests in the world, listing where they are. For example, the Amazon Rain forest, which has been in the news a great deal, stretches over parts of Brazil, Peru, Columbia, and several other countries. With the help of their school librarian, students can find out at least three issues concerning this forest and share the information with the teacher, classmates, and family.
- Locate the forest of Guanica on the map of Puerto Rico. Research this forest and compare it with El Yunque.
- Start a class window garden as Carlos' grandmother might have done. Students should keep records of the care of the plants, taking notes on which plants do well and what they need, which plants cannot grow outside during the winter in New York City, and which need special light to do well.
- Find out from a weather map what the temperature is in Puerto Rico that day and compare it to New York's temperature. Students repeat this activity once a week for three months, recording the temperatures. Then students can answer questions such as: "What are the differences?" and "What do the differences mean for the way people dress?"

Student Reading 2

The Three Roots and *Papá's* Advice

It is now October 9th. Tomorrow is the trip. What confusion Carlos feels in his head! He is happy because he is going to travel on an airplane for the first time; soon he will see his father who lives in New York. Besides, he is going to the city of skyscrapers. And finally he will meet some aunts and uncles who traveled to New York when he was a baby. He will also meet the cousins who have been born in the United States. But, he is also feeling sad . . . he is going to leave his mother, whom he visits every Sunday, as well as his friends, his school, and his teacher, whom he cares for very much . . . and his Isle of Enchantment, Puerto Rico. "I wonder when I will be back," Carlos keeps thinking, as he rocks himself on a rocking chair on the porch of his tiny house, perhaps for the last time in who knows how long.

The grandmother, who was an early riser, got up at four in the morning. She made coffee, took a shower and got ready in her new clothes. She wanted to make sure that everything in the house was in order, and that she did not leave anything behind. She awakened Carlos at five, since the taxi that would take them to San Juan would pick them up promptly at six. This would be the first time that Carlos would travel across his island; and this would be the first time he would visit San Juan.

The trip on Route 2 to the Isla Grande Airport in San Juan was long for Carlos and his grandmother. To Carlos, the trip to San Juan seemed like an eternity. He was very uncomfortable throughout the trip because the taxi carried five passengers, besides the driver, and each person carried packages full of presents for their relatives in New York. There was hardly any room in the car to move. But in spite of the uncomfortable surroundings, Carlos was able to appreciate the beauty of his island and that of his compatriots.

They finally arrived at the Isla Grande Airport. Suddenly, the flight to New York, with stopovers in Miami and South Carolina, was announced. There were many people saying good-bye to their loved ones, and you could see tears streaming down the faces of many of them. Carlos and his grandmother crossed the airport and went up the steps to the airplane.

The airplane was exactly the way Carlos had seen in a newspaper, except that it was much bigger than he had imagined. There were seats on each side, one after the other; there was a narrow aisle in the middle of the airplane. With all the packages everyone carried, it was very difficult to move inside the plane.

Carlos immediately chose a seat next to a window. He did not want to miss anything. The grandmother had insisted on sitting by the plane's wings because she had heard that, in case of an emergency, there was more of a chance to come out alive if you sat in that area. The plane started to make a loud, roaring sound. It was the engines. The grandmother began to pray.

As a result of bad weather, the trip that normally took ten hours became a sixteen-hour trip. But, finally, the plane landed in New York City.

Discussion Questions

- Why do people cry at airports?
- Why is Carlos feeling both happy and sad?
- Is it easier for Carlos or the grandmother on the plane trip? How do you know?

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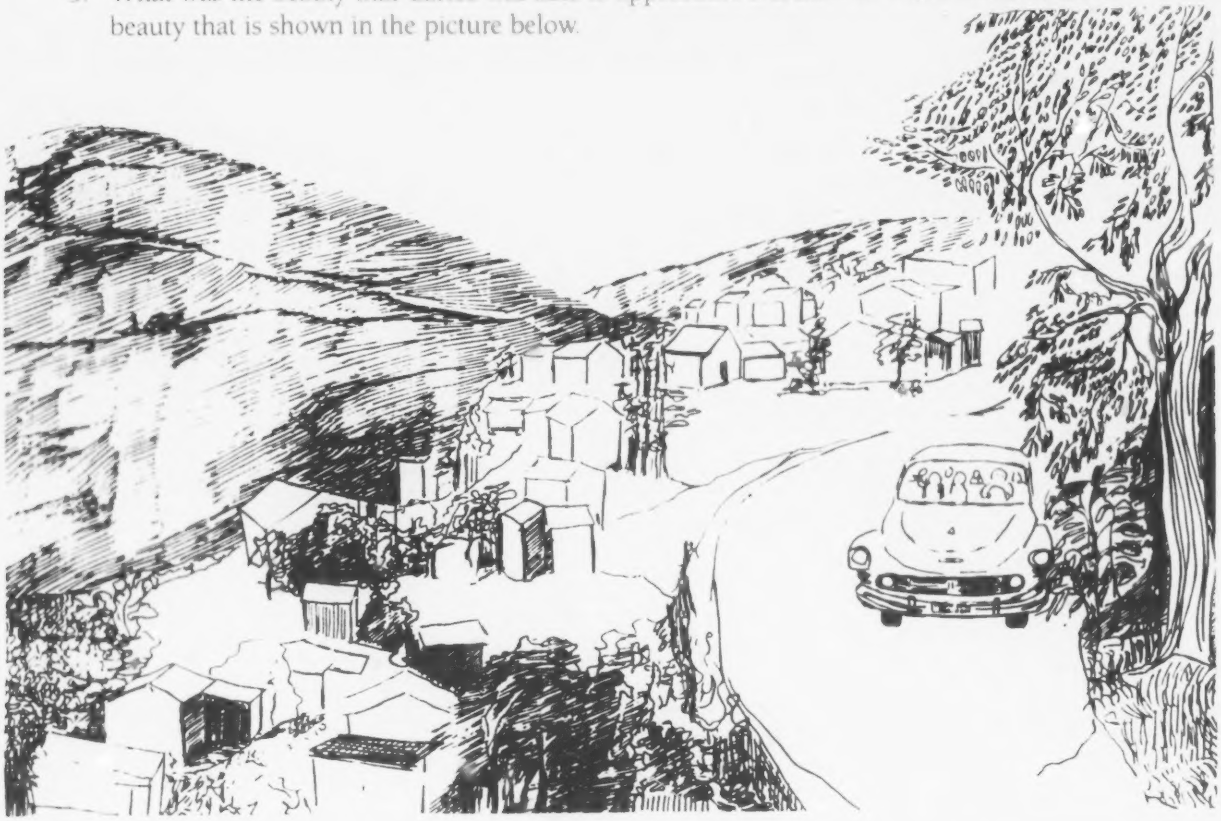
Student Activity Sheet 2A

The Trip to New York

1. While in the taxi on the way to the airport in San Juan, "Carlos was able to appreciate the beauty of his island and that of his compatriots." What do you think *compatriots* means?
2. Why is Puerto Rico "his" island?
3. What was the beauty that Carlos was able to appreciate? Describe in words some of the beauty that is shown in the picture below.

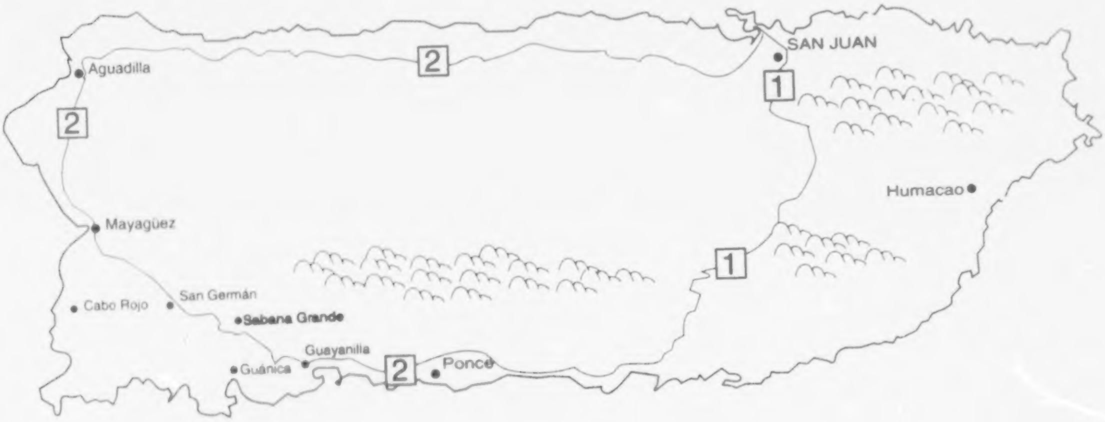


Student Activity Sheet 2B

Making a Product Map

Directions: Follow the steps below. You will be making symbols for places and features of the map. Then you will draw these symbols on the map and make a legend describing what the symbols mean.

1. Show the route Carlos took to San Juan by marking it on the map using symbols.
2. On the way to San Juan, Carlos passed through Guanica Forest. Draw a symbol to show where you think the Guanica Forest is.
3. Carlos saw coffee growing on the slopes of the mountains. He also saw bananas, sugar cane, and tobacco growing. Put a symbol for each product on the map where you think Carlos saw them.
4. Make a legend so that other people can read your map.


SAN JUAN
Aguadilla
2
2
1
Humacao
Mayagüez
1
Cabo Rojo
San Germán
Sabana Grande
Guayanilla
Guánica
2
Ponce

Legend

⌒⌒ mountains
☐ coffee
☐ bananas
☐ sugar cane
☐ tobacco
☐ Carlos' route
☐ Guanica Forest

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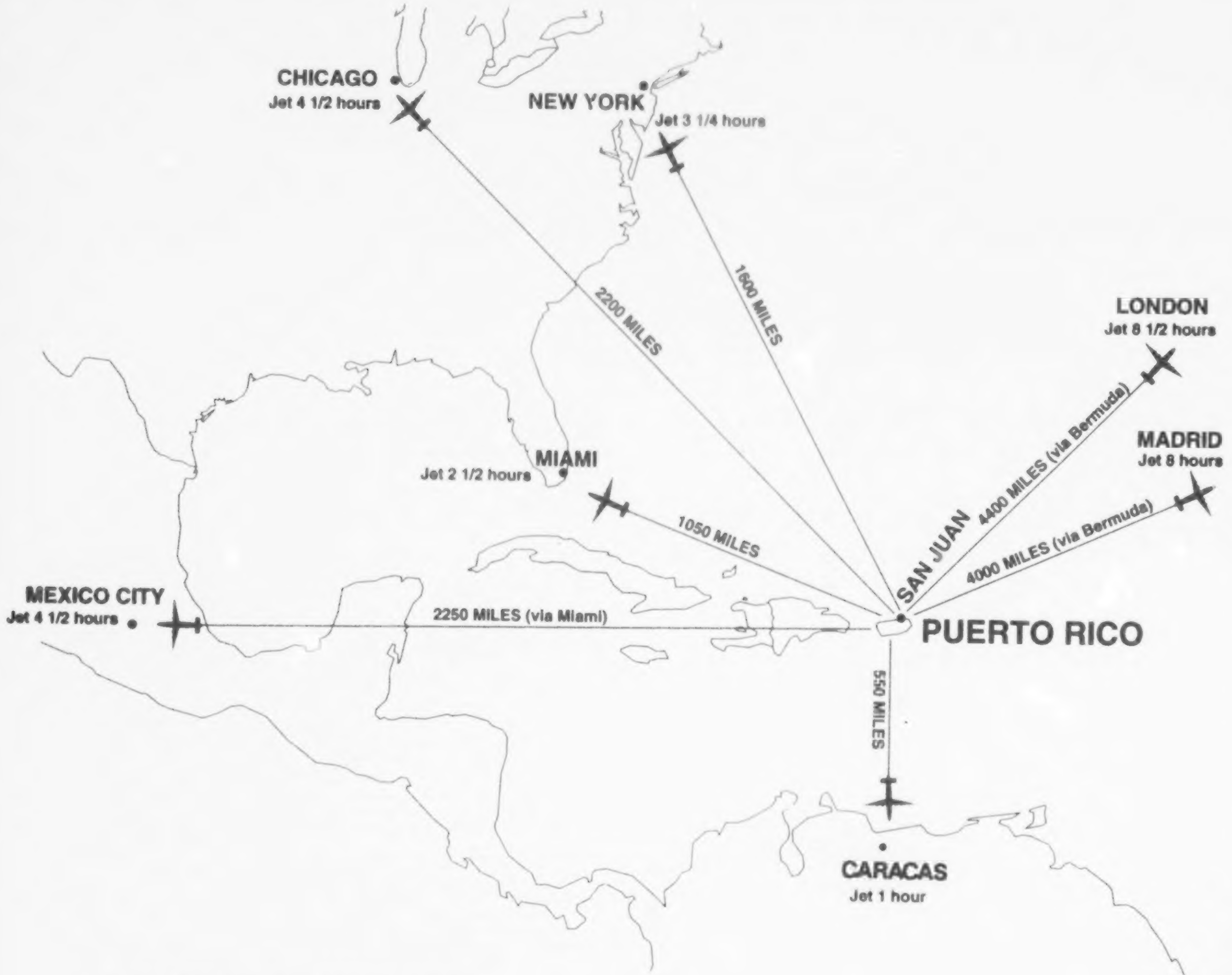
Student Activity Sheet 2C (Mathematics)

How Long? How Fast? How Far?

1. The trip to San Juan was long. Estimate how long it took to go from one specific town in the southwest of Puerto Rico to San Juan. How did you figure out your answer?
2. If the trip to the airport took five hours and the taxi started out at six in the morning, at what time did Carlos and his grandmother arrive in San Juan? How did you figure out your answer?
3. If Carlos' airplane trip took 16 hours, how many hours more than usual did the trip take? Explain what you did to arrive at an answer.
4. Use the map showing the airlines to make up three mathematical problems. Give them to other students to solve. (You must be able to solve them yourself.)

Research Question: Compare the time it took to travel to New York by airplane and by ship in 1948 to the time it takes to do the same today. Tell how you found your answers.


CHICAGO
Jet 4 1/2 hours
NEW YORK
Jet 3 1/4 hours
2200 MILES
1600 MILES
LONDON
Jet 8 1/2 hours
MADRID
Jet 8 hours
4400 MILES (via Bermuda)
4000 MILES (via Bermuda)
MIAMI
Jet 2 1/2 hours
1050 MILES
SAN JUAN
MEXICO CITY
Jet 4 1/2 hours
2250 MILES (via Miami)
PUERTO RICO
550 MILES
CARACAS
Jet 1 hour

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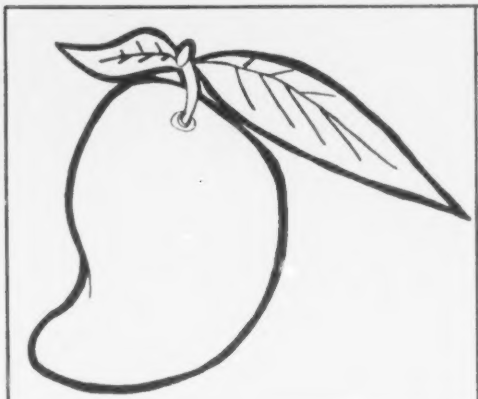
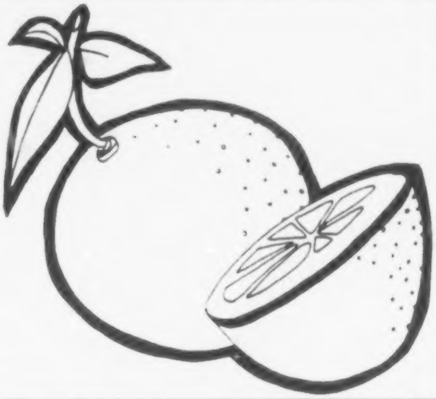
Student Activity Sheet 2D

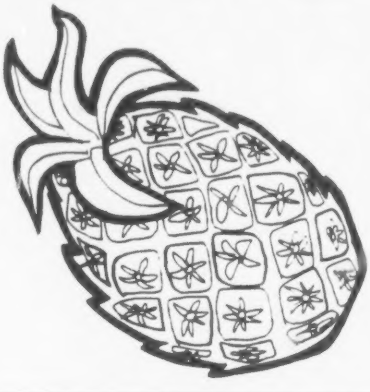
"What Do You Call . . . ?"



Fruit	Language	Country
Mango	English	U.S.A
Mangó	Spanish	Puerto Rico

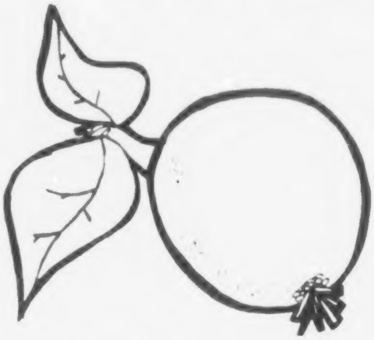


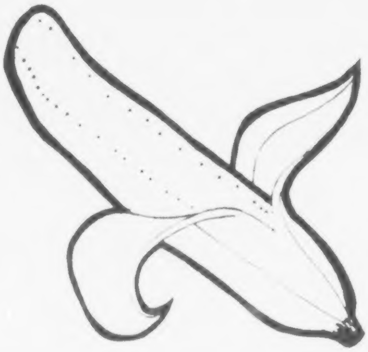
Fruit	Language	Country



Fruit	Language	Country

Student Activity Sheet 2D (continued)

	Fruit	Language	Country
			

	Fruit	Language	Country
			

Extra Credit Activities

- Write a riddle that describes a fruit or vegetable. Read it aloud and have students guess the answer.
- Invent your own fruit. Make a drawing of it and name the fruit. Describe what it tastes like, looks like, and what kind of seeds it has.

Teaching Activity 3

Objectives

Students will be able to:

- explore the feelings involved in migrating and immigrating.
- analyze why it is important to remember one's roots.

Development

- Ask the class the following questions:
  - — What do you think Carlos expects to find in New York?
  - — Do you think he will find just what he expects? Why or why not?
- Distribute Student Reading 3 and have the students read the section.
- Distribute Student Activity Sheet 3A, "Two Places Called Home." Have the students answer each question individually or divide the students into cooperative groups and have each person answer one question for the group. Have each group share one of their answers with the class and have the other groups respond. Guide the students in discussing the concept that we remember the places of our childhood so well that they are a kind of home.
- Ask the students to contribute a few words or phrases that describe their places of origin and some words or phrases that describe New York City. These words and phrases will help students complete the last assignment on Student Activity Sheet 3A. Display the students' work and have the poems read aloud.
- Distribute Student Activity Sheet 3B, "*Papá's* Advice." Tell the class something about your own roots and how you feel about the importance of remembering them. Have students share some of their answers.

Follow-up Activities

Students can:

- Write a scene to be acted out with other students that shows Carlos' father arriving in Puerto Rico. Students should include in the scene what he will miss from his life in New York City.
- Explain why the rocking chair is a good symbol for the migration of Puerto Ricans.

Student Reading 3

The Three Roots and *Papá's* Advice

"*Papá*," Carlos yelled as soon as he saw his father. Each ran toward the other, and hugged, and hugged, and hugged. They didn't say a word for a while; they just stared at each other with smiles from ear to ear. "I missed you, father," Carlos finally said. Soon after, the aunts, uncles, cousins, and friends began hugging Carlos and his grandmother. It seemed like a holiday celebration . . . as if all of New York had come to greet them.

"My, what tall buildings!" Carlos thought as he traveled by taxi from Idlewild Airport to his aunt's home in Manhattan. "Most of the buildings are of a dark color . . . I wonder why they don't paint them in different colors like the houses in Puerto Rico," Carlos kept thinking. Carlos then spoke to his father: "*Papá*, Puerto Rico is very pretty, isn't it?" "Of course it is," answered the father. "I see that you are already missing Puerto Rico. But you will feel fine when you start school and begin making new friends."

The grandmother was very happy to be with her children, grandchildren, and brothers and sisters. But she also felt strange because she did not have her backyard to plant flowers in anymore. Neither did she have her front porch, where she rocked herself in a rocking chair every night as she gazed at the moon and the stars and said "Hello" to every passerby.

Carlos' new school was in the Harlem section of Manhattan. After filling out some papers and after his father spoke in English with some people, they both went up to Carlos' new third grade classroom. All the children stood still for a moment. They wanted to see who their new classmate was. The teacher walked toward Carlos and his father, and said something in English. "I wonder what she is saying," Carlos thought to himself.

The teacher was fair-skinned, with golden hair and blue eyes, just like Little Red Riding Hood. She assigned Carlos a seat next to a Puerto Rican girl who was fluent in both Spanish and English so that she could be his interpreter and also help him with his tasks.

It was a difficult year for Carlos. But the time came when he was able to understand what the teacher and the children were saying quite well. He did not need his classmate's help as much as he did when he first came to school. He could also read his books in English and understand them quite well.

One day, Carlos' father gave him a piece of news that he had not expected. "Carlos," he began saying, "I want to return to Puerto Rico. I know that the situation in Puerto Rico is not very good. But I miss the island. And I want to struggle there. You will remain in good hands with *mamá* and my sisters and brothers. But, before I leave, I want to say something to you that I feel is very important: Learn English very well, but never forget your own language, and never forget your roots."

The day came to say good-bye to his father. Carlos was sad . . . luckily, he already had new friends. And his father's advice always remained vivid in his mind:

"Never forget your own language, and never forget your roots."

Discussion Questions

- How does Carlos feel about his arrival at the airport?
- How does Carlos feel about the way New York looks?
- Do you think his father misses Puerto Rico, too? Explain in what ways you think he misses Puerto Rico.
- Why do you think the father left Puerto Rico?
- How does Carlos' teacher help him when he joins the class?
- How many of you have had to learn a new language?
- How did you feel when you didn't understand what other people were saying?
- What is the important advice that Carlos' father gives him?
- Why is it good for people to maintain their first language and treasure their roots?
- Will it be easy for Carlos to follow his father's advice? Explain.
- What will Carlos have to do to maintain his language and not forget his roots? What will help him?

Student Activity Sheet 3A

Two Places Called Home

1. How does Carlos feel about the way New York looks as compared with Puerto Rico?

____

____

____

2. What will the grandmother miss from her life in Puerto Rico? What might she like about New York City? ______________________________

____

____

3. What are some things you miss in your life? ______________________________

____

____

4. What are some things that make Carlos happy in his new home? ______________________________

____

____

5. Why does the father return to Puerto Rico? ______________________________

____

____

6. Do you think people can have two homes? Explain. ______________________________

____

____

7. On a separate sheet of paper, write a poem, draw a picture, or make a collage that shows how it feels to have two homes. If you have never moved, think about your home now and the home you would like to have as a grown-up. Use those two homes for this activity.

Student Activity Sheet 3B

Papá's Advice

1. Do you agree with the advice Carlos' father gave him? Explain.

2. Why do some people forget their first language?

3. What does Carlos do in order to follow his father's advice?

4. What does it mean to treasure your roots? To help you answer the question, complete one of the assignments below about treasuring or valuing your roots.

a. Write a paragraph explaining your own roots.

b. With a partner, present a scene in which a parent or caregiver advises a child to remember his or her roots.

c. Tell the class about a tradition that is part of your roots.

d. Draw a design that represents your roots.

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Teaching Activity 4

Objectives

Students will be able to:

- identify some advantages in knowing two languages.
- explain how a language is maintained.

Development

- Distribute Student Reading 4 and have students read the selection. Then ask the following questions:
  - — How did Carlos' father help him to be proud of his language and culture?
  - — What does Carlos do that shows he is proud of his language and culture?
  - — The title of the story mentions three roots. What is the meaning of *roots* in this story?
  - — What do you think the three roots are?
  - — What does being bilingual mean?
  - — Where are the children in Carlos' class from?
- Distribute Student Activity Sheet 4, "Why It's Good to Know More Than One Language." Divide the class into groups and have each group think of as many reasons as possible why it is better to know two languages than one.
- Discuss the reasons that the students came up with and help them categorize the reasons as personal, social, economic, and political. For example:

  Personal: It's fun.

  Social: I can talk to more people

  Economic: It can help me get a job

  Political: I can communicate and work with people from other cultures to achieve certain goals and fight for common causes.
- As an alternative to using Student Activity Sheet 4, discuss and list the advantages and disadvantages of being monolingual and of being bilingual. List these on the chalkboard in chart form and have the students write a short paragraph summarizing the chart.
- Put up a map of the world and give a pin or pins to each student for indicating the countries or places of their roots. As the students put their pins on the map, they should say something about the culture and/or language that is spoken there, speaking in two languages if possible.

Follow-up Activities:

Students can:

- Research the requirements for becoming a bilingual teacher and explain how bilingual teachers help children remember their roots.
- Think about their plans for a profession or occupation. Then students can explain how their ability to speak two languages will help them meet their goals.
- Look at the help wanted ads and notice which jobs require two languages. Students then report to the class what they find out.
- Make a chart of the story that lists the characters, the different settings, and the different time periods.
- Identify some of the people who are mentioned but do not appear in the story, such as Carlos' mother and the woman he marries. Students then make a list of the scenes that might have been part of the story, such as when Carlos first meets the woman he will marry, or scenes that will happen in the future. Students write some of these additional scenes to add to the story. Using the scenes students have already written and these new scenes, students then present a play.
- In groups, write scenes based on the experiences of the students in the group. These can then be presented to the class.
- Make picture books of their own stories to read to younger children in their families and in other classes.

Student Reading 4

The Three Roots and *Papá's* Advice

Carlos learned English, but he continued speaking Spanish at home. His father had left him some books in Spanish so that he could read them. Whenever he was speaking Spanish and he could not think immediately of a correct word to use, he made a big effort to find one and not depend on his English vocabulary. That effort helped him later on. You see, Carlos and his grandmother got to go back to Puerto Rico. And for a couple of years, he continued his schooling in Puerto Rico without any problems because he knew Spanish well. He also had another advantage. Since he had learned English in New York, he was tops in his class of students beginning to learn English.

Carlos and his grandmother traveled to New York City a second time. Carlos still lives in the Big Apple. He continued his education, got married, and now has two children of his own. He chose the teaching profession as a career, and became a bilingual teacher.

One day Carlos takes a good look at his bilingual class. The children are Puerto Rican, Dominican, Mexican, and from several countries of Central and South America. "What a beautiful mosaic of cultures!" he says to himself. His thoughts wander to his own first day of classes in New York many years ago. "How I wish I could have been in a bilingual class then!" Another thought also comes to his mind—his father's special words to him. He then speaks to his class:

"It is very important that you learn English and that you get to know the society you are living in well. But, never forget your own language, and never forget your roots!"

Carlos' children, Carlitos and María, were born in New York. They are now in a two-way bilingual program. They speak Spanish and are learning English. The children in their classes are African, Asian, European, North American, and Latin American. The children who speak English want to learn Spanish, and the children who speak Spanish want to learn English. They all study about their own cultures and those of their classmates. Their class is truly representative of the beautiful and rich cultural mosaic that is New York.

Carlitos and María are bilingual and multicultural . . . and they want to share that wonderful legacy, that is, their own cultural heritage. Their father, Carlos, has given them some very special advice that will stay with them forever:

"Never forget your own language, and never forget your roots!"

Discussion Questions

- How many of you speak two languages?
- How do you use each language? Which language do you speak most often?
- What happens if you do not use a language?
- What does Carlos do to remember his Spanish?
- Why does he pass on his father's advice to his own children?
- Why do you think Carlos passes on his father's advice to his class?
- What is bilingual education?
- What is a two-way bilingual class? Would you want to attend a two-way bilingual class? Why? Why not?
- With whom do Carlitos and Maria want to share their heritage? Why?
- What can they do to accomplish that wish?

Student Activity Sheet 4

Why It's Good to Know More Than One Language

Directions: In the time your teacher allows, write as many reasons as you can think of why it is good to be bilingual. Then mark whether the reason is Personal, Economic, Social, or Political.

Reasons	Personal	Economic	Social	Political

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Teaching Activity 5

Objectives

Students will be able to:

- identify the reasons why Puerto Ricans move to the United States of America.
- compare and contrast reasons why people migrate or immigrate.
- study and analyze the difficulties of Puerto Ricans and other groups that migrate or immigrate to the United States.

Development

- Provide the students with opportunities to discuss their feelings and their experiences when moving to places that are not familiar to them. Guide the students in speaking about the reasons for immigrants coming to this country, (political, economic, educational, other reasons), and the problems they encounter.
- Use the reading on Student Activity Sheet 5A, "The Puerto Rican Presence in the United States," to guide the students in researching the migration of Puerto Ricans to the United States. Then have them answer questions such as the following:
  - — What problems did they encounter upon their arrival?
  - — What problems are they encountering today?
  - — Are the experiences of the Puerto Ricans similar to or different from other migrant or immigrant groups? Discuss.
  - — How are they similar? How are they different?
  - — At what time was the Puerto Rican migration heaviest?
- Distribute Student Activity Sheet 5B, "Analyzing Data about Migration, Immigration, and Human Rights." Have students list the problems encountered by the Puerto Ricans and then prepare a chart comparing them with the problems of immigrant groups in the United States. Ask students to discuss their findings.

Arrival

Group ____________________

Problems encountered ____________________

Similarities to Puerto Ricans ____________________

Differences from Puerto Ricans ____________________

- Help the class prepare a second chart indicating the rights they feel people are entitled to by the very fact of their humanity. The class will prepare a list based on three categories of rights: economic rights, social rights, political rights.

Basic Human Rights for All Groups

Social Rights ____________________

Economic Rights ____________________

Political Rights ____________________

- Write the following sentences on the chalkboard and ask students to discuss their meaning.
  - — Cultural, economic, and political organizations were necessary for promoting success and empowering the Puerto Rican community.
  - — Racism and prejudice against Puerto Ricans increased due to the lack of knowledge and understanding of their cultural and racial differences.
- Ask students to define the words racism and prejudice based on the reading of the above sentences, then based on their own experiences. Compare each definition. Have students state whether they agree or disagree with each definition. Guide students in understanding the different positions. Prepare a definition with the whole class.
- Direct students to write about the racial climate in New York City and how they as students can work toward unity and respect for all ethnic groups in New York. Why is it important to appreciate and respect values, traditions, cultures, and languages of all groups?

Follow-up Activities

Students can:

- Discuss the importance of understanding the cultural background and values of people from different ethnic groups and different countries.
- Prepare research projects in which they develop action plans for taking appropriate steps to bring about the elimination of practices which foster attitudes and/or actions leading to discrimination against students, parents, or school personnel on the basis of race, color, religion, national origin, or language.
- Research and report on the Great Migration of Puerto Ricans to the United States, particularly New York. It is during this migration that the story, "The Three Roots and *Papá's* Advice," takes place.
- Compare the migration of Puerto Ricans before, after, and during the period of the 1950's.
- Compare and contrast the migration of Puerto Ricans to the United States with the immigration of other groups to the United States.
- Use the story and additional research to present some of the contributions that Puerto Ricans have made to the United States. Students should be aware that the United States has become a great country thanks to the contributions of many groups of people.
- Look up information on contributions made by Puerto Ricans in the United States in the areas of culture, health, politics, and education.
- Research who the largest groups of immigrants to the United States are at the present time. Students should include how and where they found their information, and present their information in chart form.

Student Activity Sheet 5A

The Puerto Rican Presence in the United States

Puerto Ricans have come to the United States since the beginning of the nineteenth century. The largest migration occurred shortly after the First World War, when communities were established primarily in the upper east side of Manhattan, known as El Barrio, and in Brooklyn. Subsequently, as the population increased, neighborhoods grew in the Bronx. Today, Puerto Ricans live in all five boroughs, throughout New York State, and throughout the country.

Soon after they settled, Puerto Ricans organized and actively participated in social, cultural, and political organizations. Churches were among the first to develop programs to meet the needs of the growing communities.

Racism and prejudice against Puerto Ricans existed due to a lack of knowledge and understanding of their culture and mixed racial heritage. Unity and leadership arose in direct response to the negative attitudes they confronted. There was an increased awareness that the future of Puerto Ricans depended on their own resourcefulness to seek better solutions and methods of resolving problems. New groups organized around identified issues and began the political, educational, and social process necessary for progress. These organizations sought to promote the culture and language of Puerto Ricans and encourage harmonious relationships with other groups.

Among the concerned leaders who fostered the creation of community organizations was a woman with great vision and leadership, Dr. Antonia Pantoja. Dr. Antonia Pantoja is a pioneer among Puerto Ricans who struggled for educational equity and social justice. Her commitment and hard work led to the creation of various institutions that currently service the Puerto Rican and Latino communities. She is the founder of the educational organization ASPIRA, Inc., which has offered services to students for more than 30 years.

There remains much to be done in order for Puerto Ricans to combat the conditions of poverty and unemployment, and the high dropout rates of students. The Puerto Rican presence in the United States must be recognized and accurately portrayed. Leaders such as Dr. Antonia Pantoja and Dr. Evelina López Antonetty have labored to build a solid foundation upon which the current and future generations can continue to expand for the benefit of their community.

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Student Activity Sheet 5B

Analyzing Data about Migration, Immigration, and Human Rights

Arrival

Group ____

Problems encountered ____

____

____

Similarities to Puerto Ricans ____

____

____

Differences from Puerto Ricans ____

____

____

Basic Human Rights for All Groups

Social Rights ____

____

____

Economic Rights ____

____

____

Political Rights ____

____

____

Teaching Activity 6

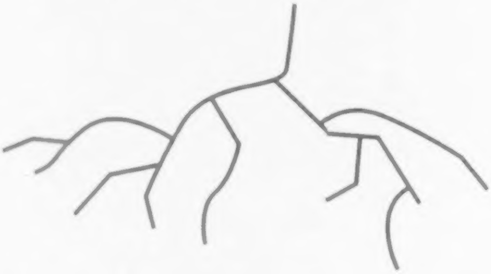
Objectives

Students will be able to:

- develop a definition of culture.
- give specific examples of the elements that contribute to a culture.

Development

- Draw on the chalkboard a simple diagram of the roots of a tree.



  Ask: We have been talking about treasuring our roots. What are some of the things that make up our roots?

- Have students name the elements that are included in our roots. As each item is named, have a student write it on one of the roots. Keep extending the diagram with a wider and deeper network of roots to include everything that the students name, such as language, race or ethnic group, food, music, poetry, stories, games, art, religion, traditions, ways of behaving, beliefs and values, and history.
- Ask students if they know of another word that includes everything they have named. Write the word culture on the chalkboard. Encourage the class to try to write a cooperative definition of the word culture. Then have students compare their definitions to definitions in different dictionaries.
- Distribute Student Activity Sheet 6, "The Culture Tree." Divide students into groups. Ask each group to look at the picture of the culture tree and respond to the following questions.
  - — What do you see in the picture?
  - — What do you think it means?
  - — How does this picture show the culture of Puerto Rico?
  - — Why is the *coquí* included in this picture? Is it part of Puerto Rican culture? Why or why not?
  - — How many of the elements we listed as being part of culture can you find in the picture? (Tally the students' answers on the chalkboard.) Which ones are missing?
- Ask each student to draw a picture that illustrates his or her culture, putting in as many elements of culture as he or she can.

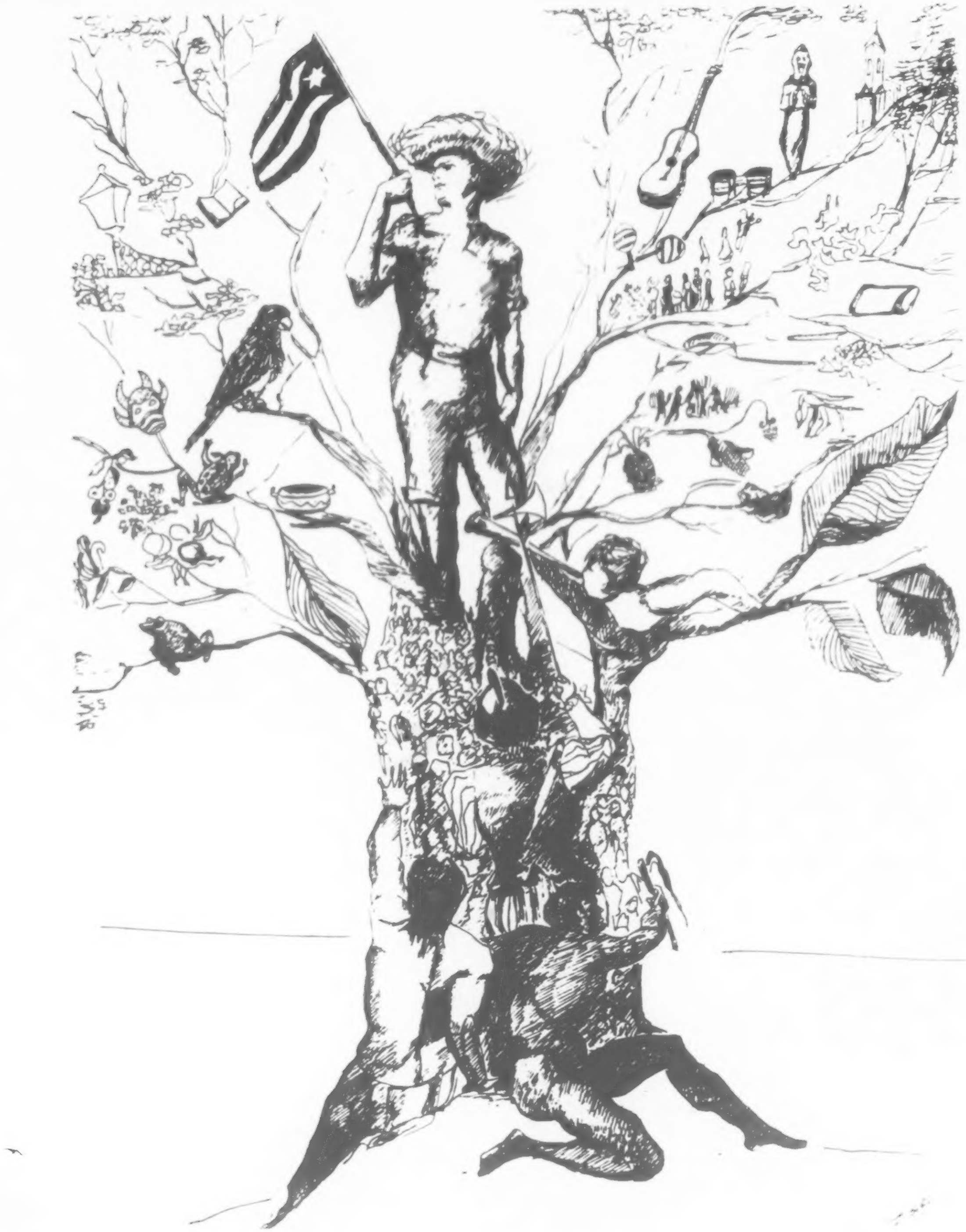
Follow-up Activities

Students can:

- Share their drawings (or read a written description if they are uncomfortable drawing) and have the class identify the elements of culture shown in the pictures.
- Learn one of the songs, games, or poems that you make available from the resource section of the guide. Students then can discuss some of the elements of Puerto Rican culture that they like.
- Research some of the history of Puerto Rico. Then they can discuss why it is important to know the history of one's culture.

Student Activity Sheet 6

The Culture Tree



Teaching Activity 7

Objectives

Students will be able to:

- explain the concept of multicultural education.
- give reasons why multicultural education is important.

Development

- Ask the following questions.
  - — Does every person have a culture? Explain.
  - — What do you think the word *bicultural* means?
  - — How can someone be bicultural? Tricultural?
  - — Write on the chalkboard the following: "New York City is a multicultural city." Then ask the students to explain what they think *multicultural* means.
  - — What are some of the different cultures found in our city? In our school? In our class?
  - — What do you think would help everyone understand each other better?
  - — How do you think the schools can help people learn to understand and respect each other?
- Explain that the Board of Education has passed a resolution that the schools must give students an education that is multicultural.
- Distribute Student Activity Sheet 7, "What Is Multicultural Education?" which is based on the Board resolution. Have students read the passage and answer the questions individually or in small groups.
- Discuss the idea of discrimination or disrespect based on stereotypes related to ethnicity, race, and nationality.
- Have the students write a definition or write a slogan that explains multicultural education.

Follow-up Activities

Students can:

- Make a chart of suggestions for reducing discrimination in one of the areas discussed.
- Write a description or draw a picture illustrating a multicultural classroom.

Student Activity Sheet 7

What Is Multicultural Education?

People from all parts of the world live and work in New York City. We are a community of many cultures. In order for all of us to get along together, we need to understand each other's cultures.

A multicultural education means learning that the ways in which we are different because of our roots is important. Schools should help students remember their roots and be proud of their heritage. At the same time, students need to learn to respect and appreciate the heritage of other groups.

A multicultural education also means respecting each person as an individual. No one should be treated unfairly or with disrespect because of his or her race, language, color, religion, or national origin.

To help you understand what a multicultural education means, think about then answer the following questions.

1. Why is an education that is multicultural needed?

____

____

____

2. Do you think understanding their own cultures will help students understand other people's cultures? Why or why not?

____

____

____

3. How can students learn to respect and appreciate the heritage of other students?

____

____

____

4. How does multicultural education go beyond cultural heritage or roots?

____

____

____

Teaching Activity 8

Objectives

Students will able to:

- explain their ideas for an education that is multicultural.
- devise a classroom plan for multicultural education.

Development

- Ask:

  --"Do you think that teaching about the culture of the students in each class is enough for multicultural education? Explain. What else might need to be done?"

  --Distribute **Student Activity Sheet 8A, "A Multicultural Classroom Plan."** Divide the class into teams of 3-4 students and assign each group to choose the statements they would include in a plan for multicultural education. When they have selected the statements, have them write the numbers of the statements on their activity sheets.

  --Read each statement aloud and ask the groups whether or not they chose to include it. Discuss each statement with questions such as those below.

- What are some examples of how different groups of people have a different view of the same event? How did Juan Ponce de Leon see his arrival in what is now Puerto Rico? How did the Tainos see it?

- Do you think that it is important to learn how different groups contributed to the greatness of the United States? How are Puerto Ricans contributing today?

- Can people help others feel valued and respected? How? How does the way people are treated affect their self-esteem?

- How can understanding among different groups be increased? How are relationships between groups different from relationships between individuals?

- Do you think it is important that students have the chance to learn two languages? What could be done so that more students can become bilingual?

- Briefly discuss the ways in which different students learn best: through looking, listening, working with their hands, needing quiet, being able to work with music, working with others or working alone, etc. Ask the students for ideas about how teachers can teach to meet students' learning styles. Discuss how a person's culture might affect how that person learns.

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- What are some examples of ways in which we can learn how to get along better with one another? Discuss the idea of conflict resolution and peer mediation.

- Why is it important to have books, films and other materials that treat all groups fairly? What does it mean to treat groups accurately? (For example, using the correct clothing for the time and place.) Explain that in many old textbooks many groups were left out or were shown in stereotypical ways. How would unfair materials affect the way groups of people see each other?

- When each of the statements has been discussed, have each group select one statement to explain its meaning, give examples and state why it is important. Every member of the group must be able to present the group's answers.

- Have a member from each group present his/her answer. Then have the group work on a plan for implementing that statement in the classroom. When student groups have discussed their ideas, distribute **Student Activity 8B, "Working Out the Multicultural Plan."** Have each group write down its suggestions.

- Collect the activity sheets and assign one member from each group to put all the ideas together and present a fully developed plan to the class. Continue to work on implementing the plan; periodically ask students to evaluate their success in following the plan.

Student Activity Sheet 8A

A Multicultural Classroom Plan

Which of the statements below would you include in a classroom plan for an education that is multicultural?

1. To present history from the points of view of the different groups involved.
2. To help students appreciate how different cultural groups have contributed to the growth of the United States and world civilizations.
3. To help everyone feel valued and respected as a person and as a member of a group.
4. To improve understanding among groups.
5. To increase opportunities for all students to learn at least two languages very well.
6. To encourage different ways of teaching to match the different learning styles of students.
7. To help students learn how to get along better with one another through conflict resolution, peer mediation, and other skills.
8. To review textbooks and other materials to insure that all groups are treated fairly and accurately and to ensure that groups are not left out.

Numbers of statements included in the plan.

____

____

____

____

Choose one statement and explain in your own words what it means and why it is important. Give an example if possible.

____

____

____

____

____

____

Student Activity Sheet 8B

Working Out The Multicultural Plan

Directions: Write the statement you have chosen. Then make recommendations on how to implement it in the classroom.

Statement:

____

____

____

____

What will we do in the classroom?

____

____

____

____

Who will be responsible for seeing that it is done? How?

____

____

____

____

How will we find out about our progress?

____

____

____

____

Other suggestions and ideas.

____

____

____

____

Appendices

Appendix A: Assessment

Authentic assessment is an on-going evaluation of each student's work. This evaluation is made by the teacher through examining a collection of the student's work and through observing the student's behavior in academic and social activities during the course of the year.

Authentic assessment is used as a guide for making decisions related to each student's progress and achievement. It also helps the student evaluate his or her own progress and performance, thus making the student more actively involved in his or her own learning and development. Furthermore, authentic assessment allows parents and caregivers to understand and appreciate their child's performance at school by looking at his or her work, at teachers' notes and reflections, and the self-evaluations of the learner throughout the school year.

Too often, the student's formal test scores are considered as the only measure of progress or failure. Authentic assessment helps provide a better grounded evaluation of the process and product of instruction while expanding the scope of that evaluation.

For authentic assessment to be all encompassing, the teacher needs to establish a system whereby students place their work and their own evaluations of their work in individual folders or portfolios. The teacher also maintains an individual folder (the evaluative folder) for each student. In that folder the teacher includes his or her notes, comments, and checklists on the student's learning. Samples of the student's best work or revised work, selected by the student, are also included in the evaluative folder. In addition, the teacher may find it helpful to share some of their own checklists and other evaluations with the student in individual conference.

The student's learning folder or portfolio might include:

- self-evaluating activities related to his or her work, what he or she has learned and what he or she would like to learn, and areas of greatest success and areas for remediation or improvement;
- self-selected samples of his or her work; and
- logs reflecting books he or she has read and reference sources he or she has used in looking for pertinent information.

The teacher's individual student folders might include:

- anecdotal records of the student's performance in a wide variety of situations and activities, kept on a day-to-day basis. The record should emphasize things that the student can do;
- checklists of concepts for units of work in the different content areas, marked with comments reflecting the student's progress;
- checklists for readings and writings related to the themes, with comments written about the student's skills;
- summaries of the student's performance for a unit; and
- samples of writing activities, particularly writing activities that demonstrate reading comprehension.

Taken all together, the portfolio and teacher's notes tell a story of what the student has learned and has done. Authentic assessment reflects authentic learning.

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Sample Teacher's Assessment for Reading and Writing

Yes	No	Notes
☐	☐	Did the student enjoy reading the story, poem, or article?
☐	☐	Did the student read well?
☐	☐	Can the student discuss reasons for the characters' actions?
☐	☐	Can the student identify sequence in the story?
☐	☐	Did the student report well?
☐	☐	Did the student read a variety of books?
☐	☐	What are the student's strengths?
		What areas need improvement?
☐	☐	Did the student enjoy writing?
☐	☐	Did the student write well?
☐	☐	Did the student report well?
☐	☐	Did the student write in a variety of ways (letters, diary, etc.)?
		What areas need improvement?

Individual Student Profiles

Name: John S.

Expected Outcome	Objectives Achieved	Comments and Instructional Planning
To express how the Puerto Rican heritage is a rich heritage.	Expression is limited, Uses few descriptive words	Provide experiences to enable language development and enrichment.
	Did not contribute to group discussion	1. More observation needed. 2. Change his group. 3. Give individual assignment then have him share it with group.
	Exceptionally good drawing—imaginative scenes	Utilize drawing as basis for language development (descriptive and figurative language).

Name: Henry

Expected Outcome	Objectives Achieved	Comments and Instructional Planning
To write and/or perform scenes related to the story.	Loves to perform dramatic scenes	Utilize ability to improvise in developing writing skills. Use his talents to help other students—like Juan—to participate in creative scenes.
To identify issues related to the rain forest.	Could not identify valid issues related to topic	Several children had problems with this activity. Find reason, perhaps regroup. More research.

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Individual Student Profiles (continued)

Name: Carmen M.

Expected Outcome	Objectives Achieved	Comments and Instructional Planning
To write and /or perform scenes related to the story.	Demonstrates rich descriptive vocabulary, even some use of figurative language	Pair Carmen with John to help him describe his drawing-words.
	Enjoys performing, Outstanding structure in writing scenes, Good character development	Work with less able students in writing scenes.

Sample Anecdotal Records

Activity: Product Maps

Date: January 17, 1994

Name	Comment
John	Is not participating in group work. Seems bored.
Carmen	Gives excellent oral directions to the group; helps them understand task.
George	Enjoys activity—designs very good symbols.
Mary	Locates coffee on lowlands.
Chris	Locates coffee on lowlands.
Helen	Is restless, makes halfhearted effort.
Jacque	Writes on Clemente's map.

Sample Book Logs

My name: ____________________

Fiction Title	Date Read	Independently or Cooperatively (Write Names of Readers)

My name: ____________________

Non-fiction Title	Date Read	Independently or Cooperatively (Write Names of Readers)

Sample Self-Evaluation

Reading Interest Log	**My Name:** ________________
Fiction Book Titles	**Things I liked about it:**
• ________________	• ________________ ________________ ________________
• ________________	• ________________ ________________ ________________
• ________________	• ________________ ________________ ________________
• ________________	• ________________ ________________ ________________

Reading Interest Log	**My Name:** ________________
Non-Fiction Book Titles	**Things I liked about it:**
• ________________	• ________________ ________________ ________________
• ________________	• ________________ ________________ ________________
• ________________	• ________________ ________________ ________________
• ________________	• ________________ ________________ ________________

Sample Student Self-Description for Reading and Writing

My Name: ____________________

Reading

Topics I like to read: ____________________

What kind of stories do I like to read? ____________________

My Name: ____________________

Writing

Topics I like to write about: ____________________

Types of writings I like best (story, poem, article): ____________________

I would like to write about: ____________________

Sample Student Self-Evaluation

My Name: ____

Things I learned.

____
____
____
____
____
____

How I learned them.

____
____
____
____
____
____

Words I learned.

____
____
____
____
____
____

How I learned them.

____
____
____
____
____
____

How I use what I learned.

____
____
____
____
____
____

What I want to learn.

____
____
____
____
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Appendix B: Parent and Caregiver Involvement

As teachers, you need to inform parents and caregivers of what students are doing and learning and how their work is being evaluated. But instead of merely notifying parents of their children's progress, you can involve parents in their children's education, thus directly improving student achievement. Authentic assessment is ideal for involving parents as partners in their student's progress.

Authentic assessment is the evaluation of authentic learning, which is not the memorization of facts, but the development of understanding by doing. In authentic assessment, student learning is evaluated in many ways: by samples of their work included in folders or portfolios; by your notes as teacher, observing students' contributions in class discussion, oral reports, and other types of performance; and by students' self-evaluations.

Many parents may think of test scores and grades based on those scores as the only type of assessment used. You will need to help them understand and support the process of assessment based on what children have learned and can do.

You may want to write a letter explaining the assessment process. (Be sure to translate it into the home languages of the parents and caregivers.) Or you may want to write short notes and attach them to samples of students' work to be taken home and shown to parents as well as included in the students' portfolios. Such notes might explain why the particular work is being selected for the portfolio (and what the portfolio is). It is important that you encourage students to show their homework and school work to their parents and caregivers and to share their self-evaluations with them.

Another means of communicating with parents and caregivers is the parent conference. Sharing the students' portfolios, self-evaluations, and your notes, as well as student test scores, is an important part of parent conferences. You should highlight what students have learned and can do, as well as identify the areas in which improvement is needed. You and the parents can explore together what types of activities and experiences will support student growth.

In the early grades, when parents bring their children to school and pick them up afterward, you have many opportunities for informal conferences about the children's work and performance for that day. In the upper grades, reviewing portfolios and discussing how parents can support the students' progress is the basis of open-school conferences.

You need to convey to your students your eagerness to see parents so that you can share with them what the students have accomplished. Ask students to inform you if communication between you and the parents will be a problem so that arrangements can be made for a translator to be present. The school, the parent organization, and parents themselves are sources for recruiting translators.

When parents and caregivers understand the assessment process, they will better understand what their children need to do to progress toward their goals and they can encourage their children to set their own learning goals. They can also help provide the environment and experiences that help support their children's achievements.

Sample Letter to Parents and Caregivers

[Date]

Dear [Parent or Caregiver's Name]:

This year students in __________ will be graded on many types of work in addition to test scores. Samples of homework, class work and special projects will be collected and placed in your child's individual folder (portfolio). In addition to this work, the portfolio will contain notes that I have made on your child's participation in class, as well as your child's own evaluation of her progress.

Throughout the year I will be encouraging your child to bring home to you her work. You will also have a chance to see samples of your child's work when you visit the school. We welcome your help in discussing with your child which samples of work she will choose for the portfolio.

We feel that this process will give a truer picture of what your child has achieved and will aid us in working together to help your child learn to the best of her potential.

I am looking forward to meeting with you and beginning our partnership in progress.

Yours truly,

[Teacher's Name]

[Class]

Sample Additional Notes for the Letter

I think you will enjoy reading the scene Carmen wrote in class. The students greatly enjoyed the drama. She makes the characters very believable. She has real talent for writing and is helping other students with their writing.

Henry shows real talent for improvisation. We would like him to use these skills to develop his writing. In his work on the rain forest, he had a problem finding a topic. He needs to go to the library and find some books that will help him identify issues about the destruction of the rain forest. Maybe you can help him.

Appendix C: Suggested Activities Arranged by Subject Area

This appendix is provided to identify the different subject areas that are incorporated into teaching the story of Carlos' migration to New York. Although many of these activities appear in the teaching activities and student activity sheets, there are some additional activities for you to use. You should read through the activities below to see how the different subject areas intersect with the story and to find additional or alternative activities for your students. The Teaching Activities to which these activities pertain are indicated at the end of each entry.

Communication Arts

Language and Culture

- The title of the story mentions three roots. Ask the students what they think the roots mean in this story? (Activity 4)
- Ask the students what they think the three roots are? Have them interview people who might know. They might want to find out if there is a cultural organization in their community that could help them. (Activity 4)
- The word *mangó* has an accent in this story. This is the way Puerto Ricans say the word *mango*. In other countries, it does not have an accent. Have students interview five people to try to find out why. Then students explain the kinds of answers they got. (Activity 2)
- Margarita's letter mentions *chicles*, which means "gum." Ask students to look up the word *gum* in the dictionary. Ask:
  - — What definitions did you find?
  - — Why do you think Puerto Ricans sometimes use that word for gum? (Activity 2)
- Have students make a list of words that have been adopted from brand names or from one language to another. (Activity 2)
- Ask the students:
  - — What is the name of Carlos' son? (Carlitos)
  - — Can you guess what Juan's son might be called?
  - — How many of you have a name or a nickname that ends in *ito* or *ita*? (Activity 2)
- Ask students if they would like to learn another language in school. Have them write a letter to the principal, explaining to him or her how they feel about it. (Activity 8)
- Show students some pictures of fruits grown in Puerto Rico. Divide the class into groups and have each group find out what those fruits are called in Puerto Rico. Have the students then compare those names with the names for the same fruit in other countries. Have the students help each other, and then share what they find out with the entire class. (Activity 2)
- The story does not tell us what Carlos said to his friends and neighbors when he gave them the news of his trip. Have students write what they think he said. (Activity 1)
- While on the taxi trip to the airport in San Juan, "Carlos was able to appreciate the beauty of his island and that of his compatriots." Discuss with the students what they think this sentence means. (Activity 2)
- Have students look up the definition of *culture* in different dictionaries. Ask students what they found was included in the definition of the word *culture*. Record on the chalkboard the students' responses in a list or in chart form. Ask the students: "What aspects of culture as defined in the dictionaries were touched upon in the story 'The Three Roots and *Papá's* Advice?'" Have them give reasons for their answers. (Activity 6)

- Have the students read the "Statement of Policy for Multicultural Education and Intergroup Relations" of the Board of Education of the City of New York, which it adopted November 15, 1989. Ask:
  - — How is multicultural education defined there?
  - — What are the major goals of multicultural education for New York City's schools, as found in the Statement of Policy? (Activity 8)
- Ask students to find out what *self-esteem* means. Students may want to do research in the library or ask their parents or guardians at home. Have the students share their information with other classmates and tell how they found their definitions of *self-esteem*. (Activity 8)
- Ask the students how Carlos' father helped him be proud of his language and culture. (Activity 4)
- Ask students what it means to be bilingual. Divide the class into groups and have each group think of as many reasons as possible why people should know more than one language. Then have each group prepare a list of possible benefits to share with their classmates. (Activity 4)

Social Studies

Migration and Immigration

- The story, "The Three Roots and *Papá*'s Advice," begins during the Great Migration of Puerto Ricans to the United States, particularly New York City. Have students do research on this migration. (Activity 5)
- Have students compare the migration of Puerto Ricans before, after, and during the period of the 1950's. (Activity 5)
- Tell the students that the movement of people from one place to another is called either migration or immigration. Have them find out the difference between each. Similarly, you can teach the concepts by telling the students that the Puerto Ricans who came to the United States are migrants rather then immigrants. Have them find out why. (Activity 5)
- Have students compare and contrast the migration of Puerto Ricans to the United States with the immigration of other groups to the United States. (Activity 5)
- The United States is a great country, thanks to the contributions of many groups of people. Based on the information in the story, have the students discuss, in groups or as a class, what some of the contributions of Puerto Ricans are. (Activity 5)
- People make contributions in many ways. Have students look up information on the contributions made by Puerto Ricans in the United States in the areas of culture, health, and politics. (Activity 5)
- Have students answer the following questions.
  - — What are the largest groups immigrating to the United States at the present time?
  - — How or where did you find your information? (Activity 5)

Geography

- Carlos came from a town in the southwestern region of Puerto Rico. Have the students find out what towns are in that area of Puerto Rico by using a map of Puerto Rico. (Activity 2)
- Have students look for Route 2 on a map of Puerto Rico and trace the route the taxi followed on Carlos' trip to San Juan. Ask the students to name the towns that are on that route. (Activity 2)

- El Yunque is a famous rain forest in Puerto Rico. Locate it on the map for the students. Ask students to find out what a rain forest is. With the help of their classmates, students then find out about other rain forests in the world. (Activity 2)
- The Amazon rain forest has been in the news a great deal. With the help of the school librarian, students find out at least three public issues that center around this forest. Encourage them to share their information with you, their classmates, and family. (Activity 2)
- There is another forest in Puerto Rico. This one is very different from El Yunque. It is near the town of Guánica. Locate Guánica on the map for the students. Have students do research on the Guánica Forest and compare and contrast it with El Yunque. (Activity 2)
- There are children from many Latin American countries in Carlos' bilingual class. Ask students what the countries of Latin America are. (Activity 3)
- Puerto Rico is an island. Ask the students what an island is and if they know of other islands. Have them make a list of islands to share with their class. (Activity 2)
- We all love fruit. Mango is the favorite fruit of many Puerto Rican children. Show the students the pictures from the story and have them find out from the pictures what other fruit Puerto Rican children might like. Ask the students what their favorite fruit is. (Activity 2)
- Have students work in groups to find out what kinds of fruit are grown in other countries, particularly the ones the students come from. Have them use a chart to record their answers, then share their information with the class. (Activity 2)
- Carlos' aunt asked for a perfume that smells like jasmine, a kind of flower. Ask the students: "What other flowers can be found in Puerto Rico?" (Activity 2)

Women and Literacy

- Carlos' grandmother never went to school because, at that time, many people felt that it was not necessary for girls to go to school. Discuss with the class whether they think it is necessary for girls to go to school. Have them give reasons. (Activity 1)
- Ask: "What can we do to help solve the problem of illiteracy in adults?" Then have the students discuss this issue in groups and come up with possible solutions, including what they can do. (Activity 1)

Careers

- Carlos chose teaching as a career. Ask students what the requirements are for becoming a teacher. Encourage students to interview some teachers at school to find out. (Activity 4)
- Ask students:
  — What do you like to do?
  — In what career can you do that?

  Then explore with the class different careers to find out which careers match the things the students like to do. (Activity 4)

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Math

- The trip to San Juan was long. Have students pick a town in the southwest of Puerto Rico and estimate how long it would take to go from there to San Juan. Have the students explain how they arrived at their answers. (Activity 2)
- Carlos' plane trip took longer than the usual ten hours. Have students compare the times it took to travel from San Juan to New York by airplane and by ship in 1948 to the times it takes today. Then have students explain how they found out their answers. (Activity 2)
- Have the students in groups or individually solve the following word problems.
  - — The normal time for the airplane trip from San Juan to New York was ten hours. If Carlos' airplane trip took 16 hours, how many extra hours did he travel?
  - — If the trip to the airport took five hours, and the taxi left Carlos' house at six in the morning, at what time did Carlos and his grandmother arrive in San Juan? (Activity 2)
- Provide a world map for students to use for measuring distances. Ask students to place a pin on their country of origin, then tie a string from that pin to a pin marking New York City. Have the students calculate how many miles there are between their country and New York. (Activity 2)

Science

- Read to the class the part in Margarita's letter in which she mentions chewing gum and putting cotton balls in one's ears to prevent getting an earache on an airplane. Ask the students if they think this is scientific and have them explain why or why not. (Activity 1)
- Bring in the morning's paper and have students look up on the weather map Puerto Rico's temperature for the day. Have them compare it to New York's temperature. Do this activity with the students once a week for three months. Have the students check for any differences and state what they are. (Activity 2)
- Carlos' grandmother misses her garden in Puerto Rico. Have the students start a window garden, as she might have done. Ask students to take notes on which plants do well and which don't. Have other students research why. (Activity 2)
- El Yunque is a famous rain forest in Puerto Rico. There is another famous rain forest in the Amazon region of South America. With the help of the school librarian, have students research the scientific background to one of the public issues that center around this forest. Have the students share their information with their classmates and family. (Activity 2)

Art

- The houses in Puerto Rico are painted in many colors. Ask students to draw houses and paint them as they remember or imagine them to be in Puerto Rico. (Activity 1)
- Have students design maps of Puerto Rico. Students can trace the outline of Puerto Rico from a map and then write in the names of the towns in the northern half of Puerto Rico. Have them add other features as they wish. Students then compare their work with a classmate's and decide what should be the same and what can be different. (Activity 2)
- Bring in magazines for students to use in cutting out pictures of airplanes and ships. Then students make collages about Carlos' trip. (Activity 2)
- Ask students to draw what they think Carlos saw when he looked out the airplane window. (Activity 2)
- Carlos' plane trip was longer than usual because of bad weather. Ask students to draw pictures of the bad weather that could have caused the delay. (Activity 2)

- Have students interview classmates who have traveled by airplane to find out what they saw when the airplane was landing in New York. Then have students draw what they saw or had described to them and compare the pictures. (Activity 2)

Physical Education and Health

- Children all over the world like to play games. Have students ask their mother, father, another family member, or a neighbor about a game they played when they were young either in Puerto Rico or in the United States. Students then practice the game so that they can teach it to their class. (Activity 1)
- Fruits are very important in a person's diet. Ask the students, "What fruit was mentioned in the story?" Have students look up on a chart the nutrients and vitamins that that fruit provides. (Activity 1)
- The traditional Puerto Rican diet includes rice and beans. Have students find out the nutritional value of both. (Activity 1)

THE THREE ROOTS AND PAPA'S ADVICE
(ENGLISH)

Assessment Form

PLEASE COMPLETE THIS FORM AND SEND IT TO US WITH YOUR COMMENTS.

1. TEACHER:

_______ grade(s)
_______ bilingual education
_______ ESL
_______ subject area
_______ special education
_______ other (specify)

ASSISTANT PRINCIPAL:

_______ grade(s)
_______ subject (s)

PRINCIPAL:

_______ elementary
_______ high school
_______ IS/JHS

CSD/H.S. SUPERINTENDENCY/CITYWIDE PROGRAM:

_______ superintendent
_______ coordinator/staff developer
    _______ (specify area)

_______ director
    _______ (specify area)
_______ other (specify)
_______ deputy superintendent

PARENT/GUARDIAN:
_______ children's grade(s)

2. What is your overall impression of this guide?

( ) Excellent   ( ) Good   ( ) Satisfactory   ( ) Weak

3. Are there any content inaccuracies? Please cite with references.

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4. Is the language of the guide clear? ( ) Yes ( ) No
If no, cite examples with page references.

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5. What specific additions/deletions do you recommend?

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Please return this form to:

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